

# **Buncombe County Schools**

## **CTE Work-Based Learning**

### **Honors Program**



# **Student Manual**

#### **Nondiscrimination Policy**

*In compliance with Federal Law, Buncombe County Schools administers all education programs including its Career and Technical Education Programs, employment, activities and admissions without discrimination against any person on the basis of gender, race, color, religion, national origin, age or disability.*

## TABLE OF CONTENTS

### **General Information**

▶ Introduction .....	3
▶ Timelines .....	4
▶ Responsibilities.....	5
▶ Requirements and Deadlines .....	6

### **Forms & Instructions**

#### **▶ Complete and return contracts**

• Application .....	7
• Contract .....	8
• Agreement .....	9
• Capstone Project Proposal .....	10
• Skills Development Plan .....	11
• Insurance Waiver & a copy of Insurance Card .....	12

#### **▶ Complete and submit as directed**

• Work-Based Learning Time Report .....	13
• Internship Weekly Journal .....	14
- Journal Instructions/Grading Criteria/Rubric .....	14
- Weekly Journal Topics & Reflection .....	15-16
- Reflection.....	16

#### **▶ Complete and submit at the end of each grading period**

• Work Site Supervisor’s Evaluation .....	17
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#### **▶ Miscellaneous Documents & Directions**

• Thank you letter directions .....	18
• Research Paper Guidelines .....	19
• Student Evaluation .....	20
• Grading Policy.....	21
• Work Based Learning Project Instructions Grading Policy .....	22
• Rating Sheets .....	23-28

# INTRODUCTION

## Mission and

### Purpose

The mission and purposes of Work-Based Learning courses are synonymous with the Career-Technical Education mission and purposes as described in the *Career-Technical Education Standard Course of Study, 2002*.

The mission of Career-Technical Education is to help empower students for effective participation in a global economy as world-class workers and citizens.

Career-Technical Education fulfills this mission by:

1. Preparing students for further Career-Technical Education and lifelong learning.
2. Preparing students for initial and continued employment.
3. Assisting students in making educational and career decisions.
4. Applying and reinforcing related learning from other disciplines.
5. Assisting students in developing decision-making, communication, problem solving, leadership, and citizenship skills.
6. Preparing students to make informed consumer decisions and apply practical life skills.
7. Making appropriate provisions for students with special needs to succeed in Career-Technical Education programs.

### Description

A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

Characteristics of Work-Based Learning course include the following:

1. Research-focused in a career pathway
2. Problem-based teaching/learning
3. Performance-based assessment
4. Learning and assessment connected
5. Culminating experience
6. Collaborative work between school and community resources
7. Student centered
8. Facilitation/coaching
9. Integrated learning
10. Worked-Based Learning

## Teacher Timeline

The teacher timeline is as follows. It may be adapted for alternative schedules.

<b>First 9 weeks (Block Schedule) or First Semester (Traditional Schedule)</b>	<ul style="list-style-type: none"> <li>• Orientation to course and research processes</li> <li>• Individual brainstorming conferences</li> <li>• Journal format and processes</li> <li>• Letter of intent/parent permission form due</li> <li>• Private student/teacher conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Approve research topic</li> <li>• Approve mentor(s)</li> <li>• Provide further instruction in research</li> <li>• Outline and thesis statement due</li> <li>• Writing and preparing preliminary draft</li> </ul>
<b>Second 9 weeks (Block Schedule) or Second Semester (Traditional Schedule)</b>	<ul style="list-style-type: none"> <li>• Keyed preliminary draft due</li> <li>• Project log checks</li> <li>• Final paper due</li> <li>• Project due</li> </ul>	<ul style="list-style-type: none"> <li>• Portfolio due</li> <li>• Practice speeches in class</li> <li>• Selection and confirmation of evaluators</li> <li>• Presentations</li> </ul>

## Student Timeline

The student timeline is as follows. It may be adapted for alternative schedules.

<b>First 9 weeks (Block Schedule) or First Semester (Traditional Schedule)</b>	<ul style="list-style-type: none"> <li>• Start log of activities</li> <li>• Select appropriate research topic</li> <li>• Select mentor</li> <li>• Secure approval of topic</li> <li>• Begin research</li> </ul>	<ul style="list-style-type: none"> <li>• Begin journal</li> <li>• Maintain log of activities</li> <li>• Continue research</li> <li>• Complete progress check #1</li> </ul>
<b>Second 9 weeks (Block Schedule) or Second Semester (Traditional Schedule)</b>	<ul style="list-style-type: none"> <li>• Maintain log of activities</li> <li>• Continue research</li> <li>• Submit rough draft for review</li> <li>• Complete progress check #2 and #3</li> <li>• Submit description of project for approval</li> <li>• Submit essay and works cited</li> </ul>	<ul style="list-style-type: none"> <li>• Work on project</li> <li>• Maintain log of activities</li> <li>• Submit project for evaluation</li> <li>• Practice on presentation skills</li> <li>• Present</li> <li>• Evaluate experience</li> </ul>

## Work-Based Learning Honors Program

<b>RESPONSIBILITIES</b>
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### *Student Responsibilities -*

Identify possible placement site	Be able to tell the Career Development Coordinator where possible work site is located (Work site must be a valid learning opportunity in relation to student career goals)
Complete Work-Based Learning Application	All applications should be completed and returned to the Career Development Coordinator
Complete activities within work-based learning experience	Written and verbal requirements: time sheets, Canvas assignments, final presentations, etc.
Represent school well	Be responsible, dress appropriately, and maintain excellent work habits at the site
Communicate with Career Development Coordinator regularly	Turn in required materials and inform Career Development Coordinator of any issues that may arise. Also, attend scheduled meetings with the Career Development Coordinator

### *Site Mentor Responsibilities -*

Assist with development of Skills Development Plan	Assist the student in accomplishing his/her goals by developing a Skills Development Plan (an outline of tasks & responsibilities)
Evaluate student learner	Evaluate the student's performance each grading period. Evaluation counts as 50% of the WBL grade
Communicate with school	Communicate with Career Development Coordinator whenever needed
Provide a safe and effective learning environment	Ensure that the student works in a safe environment and provide him/her with variety of learning experiences that will offer a broad view of the site's entire operation.
Establish schedule for student learner	Ensure that student learner has opportunity to earn 135 contact hours

### *Parent and School Responsibilities -*

Communicate on a regular basis	The school and the parent should remain in regular contact to ensure proper supervision of student
Insurance and transportation	It is the responsibility of the parent to provide personal or school health insurance and reliable transportation for the student
Supervise work-based learner	It is the responsibility of the Career Development Coordinator to follow-up with the site supervisor to ensure proper placement and safety of the student. The CDC or course instructor will review the time sheets and be responsible for the assignment of a grade.

## Work-Based Learning Honors Program

### REQUIREMENTS AND DEADLINES

#### *AT START*

- \_\_\_\_\_ A. Complete the Application and return to the Career Development Coordinator or Advanced Studies Teacher
- \_\_\_\_\_ B. Complete and turn in the Work-based Learning Contract, Work-based Learning Agreement, Skills Development Plan and Insurance Waiver with a copy of your Insurance Card (five documents)

#### *WEEKLY*

- \_\_\_\_\_ C. Complete journal entries and time sheet each week. **Due each Monday.**  
(Includes: Weekly Summary questions/Journal Topic questions/date/hours)

#### *EACH GRADING PERIOD*

- \_\_\_\_\_ D. Ask your site supervisor to complete the Work-Site Supervisor's Evaluation Form for each grading period and turn it in to the Career Development Coordinator or Advanced Studies teacher.

#### *OTHER/GENERAL*

- \_\_\_\_\_ E. Attend required meetings.
- \_\_\_\_\_ F. Complete a minimum of 135 hours by the end of the semester.
- \_\_\_\_\_ G. Complete a Resume and Cover Letter
- \_\_\_\_\_ H. Write thank-you notes to your community sponsor and others who assisted in your internship experience.
- \_\_\_\_\_ I. Complete a Career Assessment and Skills Inventory Assessment in Virtual Job Shadow & submit results.

#### *AT THE END OF THE PROGRAM*

- \_\_\_\_\_ J. Complete and turn in the Student Evaluation at the end of your experience.
- \_\_\_\_\_ K. Complete and submit paper, project, presentation and portfolio.

*Must be completed  
and returned to  
register for the course.*

## Work-Based Learning Honors Program

### APPLICATION

Student Name: \_\_\_\_\_ Current Grade Level: \_\_\_\_\_

Student Email Address: \_\_\_\_\_ Student Number: \_\_\_\_\_

Student Address: \_\_\_\_\_

Home Phone Number: \_\_\_\_\_ Cell Phone Number: \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_

Parent/Guardian Home Phone Number: \_\_\_\_\_ Cell or Work Number \_\_\_\_\_

In Case of Emergency Notify: Name \_\_\_\_\_ Phone Number \_\_\_\_\_

I am applying for an: \_\_\_\_\_ Internship (Honors) \_\_\_\_\_ Advanced Studies (Honors)

1. My academic and career goals are: \_\_\_\_\_

\_\_\_\_\_

2. My goals for this work-based learning experience are: \_\_\_\_\_

\_\_\_\_\_

3. Experiences and school courses that relate to this work-based learning experience are:

\_\_\_\_\_

Current GPA: \_\_\_\_\_

Number of Days Absent This School Year: \_\_\_\_\_

Method of Transportation: \_\_\_\_\_

Health Insurance Carrier and Policy Number: \_\_\_\_\_

*(Please provide a copy of your policy card with application)*

Work Site: \_\_\_\_\_

Work Site Address: \_\_\_\_\_

Work Site Phone Number: \_\_\_\_\_

Site Supervisor's Name: \_\_\_\_\_

\_\_\_\_\_  
(Student Signature and Date)

\_\_\_\_\_  
(Parent/Guardian Signature and Date)

\_\_\_\_\_  
(Career Development Coordinator or Adv. Studies  
Teacher Signature and Date)

\_\_\_\_\_  
(Site Supervisor's Signature and Date)

## Work-Based Learning Honors Program

CONTRACT
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The student, parent and work site supervisor should sign this contract at the time of acceptance into the program.

**I, \_\_\_\_\_, agree to abide by the following conditions:**

1. Maintain excellent attendance at school and on the work-based learning site. If a student is unable to attend school, it is understood that he/she is unable to report to the site that day. It is the responsibility of the student to contact the site supervisor if he/she is going to be absent.
2. Proper checkout procedures are to be followed per school guidelines.
3. Complete the proper work-based learning documentation forms in order to receive credit for the course. (Forms are available in the course posted – your school based mentor will facilitate this.)
4. Complete a minimum of 135 contact hours.
5. Understand that if a student has to be removed from or fails to complete the work-based learning experience, he/she will not receive course credit. If this does occur, he/she will be required to return to campus and arrangements will be made for the completion of the semester.
6. Communicate with the Work Site Supervisor, Advanced Studies teacher and the Career Development Coordinator.
7. To comply with NC State Law, if the student is receiving compensation, students under the age of 18 are required to file a Worker’s Permit with their employer upon acceptance of work.
8. Understand that work-based learning opportunities are open to any career and technical student regardless of age, sex, race, religion, national origin, handicapping conditions, pregnancy, parental, or marital status.

\_\_\_\_\_  
(Work Site Supervisor Signature and date)

\_\_\_\_\_  
(School Principal of Work Site Signature and date)

\_\_\_\_\_  
(Student Signature and date)

\_\_\_\_\_  
(Parent/Guardian Signature and date)

\_\_\_\_\_  
(School Based Mentor Signature and date)

\_\_\_\_\_  
(Career Development Coordinator or Advanced Studies  
Teacher Signature and date)



# Work-Based Honors Program

## AGREEMENT

Work-based learning allows students to go beyond the classroom and into the community to develop student competence. This agreement will be used to cover three types of work-based learning experiences. These include: Advanced Studies or Internship (both paid and unpaid).

Under this agreement, a student will receive high school Honors credit for his/her work experience. This credit will only be issued if all requirements are met and proper documentation is provided. All students eligible for high school credit will follow the same guidelines to ensure consistency and fairness. Work-based learning opportunities are open to any student regardless of age, sex, race, religion, national origin, handicapping conditions, pregnancy, parental, or marital status.

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Type of Work-based experience: \_\_\_\_\_ Internship (Honors) \_\_\_\_\_ Advanced Studies (Honors)

Name of Work Site: \_\_\_\_\_

Address of Work Site: \_\_\_\_\_

Supervisor Name: \_\_\_\_\_ Supervisor Phone Number: \_\_\_\_\_

Supervisor Email address: \_\_\_\_\_

Designated time period of release from school: \_\_\_\_\_  
(Ex. 1<sup>st</sup> period/1<sup>st</sup> semester)

The above-mentioned agency will permit the above-mentioned student to enter their establishment for the purpose of gaining knowledge and experience as (a, an) \_\_\_\_\_ for \_\_\_\_\_ hours per semester.  
(Occupation)

1. If compensation is earned, it will be in accordance with existing local standards, labor laws and policies. In addition, all federal and state laws governing employment, child labor, minimum wages, and other applicable regulations must be followed.
2. The student will abide by all school policies while on the work site.
3. The parent or guardian is responsible for the conduct of the student at the site and is also responsible for his or her transportation and personal/school insurance.
4. The parent/guardian, on behalf of themselves and the student, hereby waives and releases the school district, work site, and their representatives from any and all claims for property damage or personal injury that may arise from the student's participation in the work-based learning program.
5. The Career Development Coordinator will have the authority to transfer or withdraw the student when he/she deems such action to be in the best interest of those concerned.
6. The work of the student will be under the direct supervision of a qualified and experienced person with the tasks to be performed under safe and hazard free conditions.
7. The student, work site supervisor, Career Development Coordinator or Advanced Studies teacher and parent/guardian shall communicate regularly. This action will ensure that each party involved is aware of the student's progress and evaluation.

\_\_\_\_\_  
Work Site Supervisor and date

\_\_\_\_\_  
Student Signature and date

\_\_\_\_\_  
CDC or Adv Studies teacher signature and Date

\_\_\_\_\_  
Parent Signature and date

## Project Proposal

This form must be submitted and approved by an appropriate Career Development Coordinator or Advanced Studies teacher and a parent/guardian.

1. Describe the topic which you plan to research and the area in the CTE department to which it associates.
2. Why are you interested in this topic?
3. Have you had any previous experience(s) related to this topic? If so, what were they?
4. What do you hope to gain from your research investigation?
5. What courses have you completed in a “career pathway” that makes you a candidate for an Advanced Studies and/or Internship class?
6. How does this topic relate to your career goals?
7. What kind of visual project do you propose to present with your research?

I have discussed with my parents the responsibilities associated with an Advanced Studies Honors and/or an Internship Honors class. My parents/guardians are aware that this may require work outside the school setting. Also, they are aware that I will be working on a research paper, a portfolio, a project and a presentation for this course.

Student signature: \_\_\_\_\_

Date: \_\_\_\_\_

Parent Signature: \_\_\_\_\_

Date: \_\_\_\_\_

CDC or Adv Studies teacher: \_\_\_\_\_

Date: \_\_\_\_\_

## Work-Based Learning Honors Program

### SKILLS DEVELOPMENT PLAN

*--To be completed by the site supervisor and the student and returned to the Career Development Coordinator or Advanced Studies Teacher*

Name \_\_\_\_\_ Work-based Learning Site: \_\_\_\_\_

For the best learning experience, please think about a unique role or responsibility this student can have in the workplace. If possible, assign tasks that help the student learn about:

- The mission and purpose of the organization
- Particular job-related skills
- Administrative support
- An opportunity to explore the field the business/organization works in

Note: At the end of the program, the student will be required to present a Capstone Project and make a presentation that conveys his/her key learning.

Please describe the student's key areas of responsibility below, with sample tasks listed under each area:

\_\_\_\_\_  
*Work Site Supervisor and Date*

\_\_\_\_\_  
*Student Signature and Date*

**BUNCOMBE COUNTY SCHOOLS**

**175 Bingham Road  
Asheville, NC 28806**

**Work-Based Learning Honors Program**

**INSURANCE WAIVER FORM**

I have adequate personal insurance and therefore release the Buncombe County Board of Education, the Special Services Department of Buncombe County Schools, and their employees from any responsibility in the event my child is injured as a result of participation in a school work-release CTE program.

I understand that if I do not have personal insurance, I can obtain insurance through the school system.

The insurance coverage on my child is with \_\_\_\_\_.

Policy Number \_\_\_\_\_ through the \_\_\_\_\_ Co.  
*(Please provide a copy of your policy card with application)*

Student's full name \_\_\_\_\_  
Last First Middle

Address \_\_\_\_\_  
Street/PO Box City State Zip Code

Signed: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Parent or legal guardian)*

# Worked-Based Learning Honors Time Report

## Weekly Journal

Name: \_\_\_\_\_

Week of (provide dates): \_\_\_\_\_

Supervisor Signature: \_\_\_\_\_

<b>Day</b>	<b>Date</b>	<b>Hours (Total Hours/Minutes)</b>
Sunday		
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
<b>Total Weekly Hours</b>		

**Please write journal entries on the back of this page. Due each Monday**

**Address the following activities: What you did and observed, what new information and/or skills you learned. Be sure to include the Journal Topics for the appropriate week.**

# Work-Based Learning Honors Program

**Journals will be submitted each Monday**

## JOURNAL INSTRUCTIONS

A useful way to keep track of what you learn on your internship is to maintain a personal journal. You will write a weekly journal entry providing details of new knowledge and experiences. It should not only be a log of events, but a means for you to analyze what you do and learn. The length and thoroughness of your journal entry is important. The items in the “Journal Topics” section should be addressed in your journal at some point that week. Use the following prompts to give structure to your journal entries. The journals for a week should be submitted no later than 3:30 p.m. on the following Monday of each week.

## JOURNAL ENTRY EVALUATION RUBRIC

Journal Entry Rubric		
Criteria	Ratings	Pts
Shows effort and thought	Full Marks 5.0 pts	5.0 pts
Proper capitalization, grammar and spelling	Full Marks 5.0 pts	5.0 pts
Deadline: submitted on time	Full Marks 5.0 pts	5.0 pts
Length: Minimum 5 sentences	Full Marks 5.0 pts	5.0 pts
		Total Points: 20.0

### Sample of an appropriate journal entry:

So far I feel that my performance has been very good and I have done all that I am asked and all with the hope of learning more. I have learned many new skills such as how to test eyes for pressure and other problems, how to manually take blood pressure, how to test vision, and how to cut lenses for glasses. I don't think there is any specific area that I needed improvement in so far to date but I would like to work on being able to use all instruments and machines in the office much more efficiently and to understand their importance and use in greater depth. The people that I work with are very good at what they do and are great with communicating and working with patients. These are just a few of the great qualities that they possess that I would like to see in myself. I would like to be able to do all that they do and work with patients as well as they do each and every day.

### Sample of an inappropriate journal entry:

when i get to college to become a chef, i am learning background information now to where when I get to collage I wont be going into it blind, i will all ready be able to retain some information, and hopefully it will make it easier for me

# Work-Based Learning Honors Program

## WEEKLY JOURNAL TOPICS TO BE ADDRESSED & REFLECTION

### JOURNAL TOPICS

#### GRADING PERIOD 1

##### **Week 1**

---

1. Describe your work site. Give the name location, general surroundings and what products or services they offer.
2. What strengths and liabilities do you bring to this experience? How will you make the most of your strengths and minimize your liabilities?

##### **Week 2**

---

1. Explain the history of your company in detail, including who the leaders are.

##### **Week 3**

---

1. Explain the safety rules and regulations in your workplace. What could happen if these rules are not followed?
2. Take at least one photo that best represents you at your worksite. Write a caption that explains the picture.

##### **Week 4**

---

1. Explain the dress code, general behavior and work ethic expected in your workplace. How do these expectations impact the operation of the organization? How do you feel about the expectations?

##### **Week 5**

---

1. Describe the marketing activities your organization utilizes including advertising, personal selling, events, sponsorships and social media. Explain the goals of these marketing activities and analyze their effectiveness.

##### **Week 6**

---

1. Explain the laws and government regulations that affect your organization or industry. How do they impact the operation of the organization?

##### **Week 7**

---

1. Explain the importance of oral and written communication in your organization. What do you have to do to become successful at these skills?

##### **Week 8**

---

1. What have been the most and least positive parts of your internship experience to date? Be specific.
2. Discuss how you apply what you have learned or are learning in school to your internship.

##### **Week 9**

---

1. Evaluate your performance to date. What new skills have you learned? Where do you need to improve? Specifically, what will you work on over the next few weeks?
2. What qualities or characteristics do you see in the people around you that you want to develop in yourself?

#### GRADING PERIOD 2

##### **Week 10**

---

1. How is technology used in your organization? Be specific. Is there any training or certification required?
2. Submit for approval a proposal for the Internship Capstone Project that is due Week 15.

##### **Week 11**

---

1. Explain how your experience at the internship will impact your high school and further education.
2. Describe an activity or accomplishment in the internship that you are proud of. What did you learn from it?

##### **Week 12**

---

1. Describe a situation when you were really frustrated and explain how you dealt with it. What did you learn?

---

**Week 13**

1. What special personal qualities does one need to be successful in this organization? Do you have or can you attain these qualities? Can you see yourself working in this industry for several years? Why or why not?
2. What different personalities have you encountered and how have you dealt with them?

---

**Week 14**

1. Discuss the professional organizations associated with the company / industry you are in and explain their importance.

---

**Week 15**

1. Capstone Project Presentations

---

**Week 16**

2. How are teamwork and collaboration utilized at your work site?
3. What is the most important thing you learned about working with others?

---

**Week 17**

1. How has your view of life beyond high school changed or developed during your internship?

---

**Week 18**

1. Complete the Reflection as your final journal entry.
- 

## REFLECTION

*(As your final journal entry, answer these questions.)*

1. Rate your overall internship experience: Excellent / Good / Fair / Poor Explain your rating.
2. Was the internship mostly: Task oriented / Observation / combination of both?
3. What specific courses have you taken in high school that helped you during your internship? Explain.
4. What technology (computers, machines, equipment, etc.) were you able to use during the internship?
5. What was your most important contribution during the internship?
6. Have your academic and career goals changed? Explain why or why not.
7. Did the internship meet your personal expectations? Explain.
8. What personal strengths have you discovered that will make you successful in this career field?
9. In what areas do you need improvement to be a success in this career field?
10. Would you recommend this internship site for future interns? Why or why not?



# Work-Based Learning Honors Program

## WORK SITE SUPERVISOR EVALUATION

(To be filled out by work site supervisor each grading period.  
This Evaluation counts as 50% of the student's grade.)

STUDENT NAME: \_\_\_\_\_ DATE: \_\_\_\_\_

On a scale of 1 to 10, with 1 being the lowest & 10 being the highest, please evaluate the student in the following areas:

1. Is punctual. Has good attendance.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
2. Utilizes critical thinking skills to address and solve problems.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
3. Demonstrates creativity and innovation.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
4. Shows initiative and uses good thinking skills.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
5. Displays integrity and honesty.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
6. Responds well to supervision and constructive criticism.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
7. Works productively in teams, whether formally or informally.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
8. Tasks are completed accurately and on time.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
9. Uses technology when applicable to enhance productivity.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>
10. Communicates clearly, effectively and with reason.	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>

TOTAL POINTS EARNED:

Opportunities for Improvement:

Areas of outstanding performance:

\_\_\_\_\_  
Work Site Supervisor Signature

\_\_\_\_\_  
Date

## THANK YOU LETTER INSTRUCTIONS

Always send a thank you note. People who communicate well have a definite advantage over those who fail to take time to demonstrate proper etiquette. Your thoughtfulness will be remembered now and in the future.

### ***SAMPLE THANK YOU LETTER***

Today's Date (Example: June 27, 2012)

Work Site Supervisor's Name (Example: Ms. Jane Doe)  
Their position within the company (Example: Human Resources Director)  
Company's Name  
Company's Street Address  
Company's City, State, Zip Code

Dear Mr./Ms. (sponsor's last name):

Thank you for allowing me to serve as an Intern/Apprentice with (name of business). This was a wonderful opportunity for me to learn more about the (name of the career field) career field.

The staff was so kind and helpful. I really enjoyed (name a particular activity that was enjoyable to you).

This experience will truly benefit me for planning a successful career. It was a pleasure and a privilege to be an intern with your company.

Sincerely,

Your Name  
Your Signature

## Research Paper – Research Guidelines

Guidelines for research are as follows.

- Research is an integral component of the course. Students are expected to make a diligent and critical inquiry into their topics. The recommended length of the paper should be 8 to 10 typed, double-spaced pages, with a minimum of five primary and secondary sources. Paper may include additional supporting documentation such as pictures, charts, graphs, etc.
- Each paper must cite a minimum of five different sources. Students should strive for variety and balance in their selections. Only one general encyclopedia may be used as a reference in the final bibliography.
- Students should learn to examine and interpret research in terms of possible bias, validity, reliability, and credibility.
- Research may take a variety of forms, primary and secondary, traditional and nontraditional. Students may design and administer surveys, conduct interviews, access online databases, or consult portable database projects. Students should tailor the type of research to the topic of research.
- Students must carefully document all research information in their papers. This should include parenthetical documentation within the paper and a list of works cited at the end of the paper.
- Students should apply the most recent edition of a standard form of writing style that includes the appropriate documentation within the paper and a list of works cited at the end of the paper.
- Students should be thoroughly informed of research ethics.
- Students should be thoroughly informed that acts of plagiarism will result in a failing grade.

# Work-Based Learning Honors Program

## STUDENT EVALUATION

Please answer these questions at the conclusion of your program. **Please be specific in your responses.**

1. What are the most important things that you observed/practiced/learned (skills and other aspects)?

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2. Did this experience help you make a career decision? Discuss your answer.

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3. What is your overall rating of this program as a learning experience? Excellent Good Poor

4. What worked well with your internship/apprenticeship?

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5. What aspects of the experience were not satisfactory, what would you change or improve?

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6. Would you recommend this site for other interns? Yes No

Additional Comments (add additional page if desired) \_\_\_\_\_

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Student's Name \_\_\_\_\_ Date \_\_\_\_\_

# Work-Based Learning Honors Program

## GRADING POLICY

### NINE WEEK'S GRADE

Weekly Time Sheets

Miscellaneous Documents

Resume

Thank you letter & envelope

Career Assessment\*

Interest Inventory Assessment \*

\*completed in Virtual Job Shadow prior to WBL assignment

### PORTFOLIO

Time Sheet/Miscellaneous Documents & Assignments (50% of Nine Weeks)

WBL Site Supervisor Evaluation (50% of Nine Weeks)

### EXAM GRADE

Research Paper, Project & Presentation (25% of Final Grade)

### FINAL GRADE

1<sup>st</sup> Nine Weeks 37.5%

2<sup>nd</sup> Nine Weeks 37.5%

EXAM 25.0%

FINAL GRADE

# Work-Based Learning Honors Program

## PROJECT INSTRUCTIONS

The purpose of the capstone project is to provide an opportunity to apply knowledge gained during the internship, stimulate desire for further learning and reflect your interests and area of exploration. Try to utilize resources at the internship site that are not normally available in school and to incorporate the use of technology. You may create a model, scrapbook, brochure, Web page, PowerPoint presentation, or other project that showcases the knowledge and skills you mastered during the internship. You will present your capstone project by the final due date.

## PROJECT PROPOSAL EXAMPLE

*(Proposal due Week 10 -- Project & Presentation due Week 15)*

**Exploring the career of:** Veterinary Medicine

**Proposal/Description:** Create a brochure for new pet owners about care and vaccinations to keep their pet healthy

**Relevance:** Explains one of the fundamental aspects of veterinary medicine

**Planned use of technology:** Use Microsoft Publisher to create the brochure

**Resources:** Sponsor, Web sites such as [http://dogs.lovetoknow.com/wiki/Dog\\_Vaccinations](http://dogs.lovetoknow.com/wiki/Dog_Vaccinations), <http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1932753/>

## PROJECT RATING SHEET

Teacher Name: \_\_\_\_\_

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	TOTAL
<b>APPEARANCE</b>	Project appearance is neat, grabs and holds interest.	Project appearance is neat and holds interest.	Project appearance is neat.	Student did not submit a Project.	
<b>USE OF TIME</b>	Project demonstrates a high level of efficiently used time.	Project demonstrates time used somewhat efficiently.	Project does not demonstrate efficient use of time.	Student did not submit a Project.	
<b>CONTENT</b>	Project contains exemplary examples of information from research.	Project contains some information from research.	Project contains little or no information from research.	Student did not submit a Project.	
<b>INFORMATION</b>	Project contains information gained from research and shows a high level of insight from research.	Project contains some information contained from research, but shows little insight.	Project contains information directly copied from text.	Student did not submit a Project.	
<b>RELEVANCE</b>	Project shows strong evidence of relation to the career goals of the student.	Project shows some evidence of relation to the career goals of the student.	Project shows no evidence of relation to the career goals of the student.	Student did not submit a Project.	
<b>TOTAL POINTS WITH CONVERSION CHART TO GRADE</b>	<p style="text-align: center;"> <b>A = 18-20 points</b>  <b>B = 16-17 points</b>  <b>C = 14-15 points</b>  <b>D = 12-13 points</b>  <b>F = 11 or less points</b> </p>				

## Research Paper Rating Sheet (Part I)

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Total
<b>Thesis Statement</b>	Thesis is well developed and defines the topic.	The paper contains a thesis statement; however, it cannot be related to the information contained in the research paper.	No thesis statement can be determined.	Student failed to turn in a thesis statement.	
<b>Paragraph Construction</b>	Paragraphs contain explanations and details.	Paragraphs contain few explanations or details.	Paragraphs contain no explanation or details.	Student failed to turn in a research paper.	
<b>Paragraph Construction, Continued</b>	All paragraphs have introductory and concluding sentences.	Some paragraphs have introductory and concluding sentences.	Most paragraphs have no introductory or concluding sentence.	Student failed to turn in a research paper.	
<b>Research Paper/Thesis Statement</b>	Paragraphs work together to develop the thesis.	All paragraphs do not work together to develop the thesis.	The paragraphs do not work together to develop the thesis.	Student failed to turn in a research paper.	
<b>Graphics</b>	Graphics greatly enhance the information in the paper.	Graphics support some of the information in the paper.	Graphics do not work to support the information in the paper.	Student failed to turn in a research paper.	
<b>Research Evidence</b>	The research paper shows strong evidence of the students own ideas based on research.	The research paper contains some evidence of the students own ideas based on research.	The research paper is a summary of the ideas of others.	Student failed to turn in a research paper.	



## Research Paper Rating Sheet (Part 2)

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Total
<b>Conclusion</b>	Correct grammar is used there are no spelling mistakes.	Correct grammar is used most of the time, few spelling mistakes.	Grammar is incorrect and there are many misspelled words.	Student failed to turn in a research paper.	
<b>Source Validation</b>	The required number of valid sources are cited, they are varied and of high quality.	A less than required number of valid sources are cited, not of high quality.	Only 1 or 2 sources are cited, the sources are of poor quality, or cannot be validated.	Student failed to turn in a research paper.	
<b>Citing Sources</b>	The sources for the research paper, quotes and paraphrases are properly cited.	The sources for the research paper are properly cited, but not all quotes or paraphrases are properly cited.	Sources for the research paper are not properly cited--quotes or paraphrases are not properly cited.	Student failed to turn in a research paper.	
<b>Overall Project</b>	The research paper is attractive and clean.	The research paper is adequate.	The research paper is sloppy or unclean, smudged pages.	Student failed to turn in a research paper.	
<b>Total Points with Conversion Chart to Grade</b>	<b>A = 36-40 points</b> <b>B = 32-35 points</b> <b>C = 28-31 points</b> <b>D = 24-27 points</b> <b>F = 23 or less points</b>				

## STUDENT PRESENTATION RATING SHEET (Part I)

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	TOTAL
<b>Professional Dress</b>	Student's clothing is appropriate for any type of interview/ presentation.	Student's clothing is appropriate for some types of interviews/ presentations.	Student is not dressed appropriately for interview/ presentation.	Student absent for presentation.	
<b>Organization</b>	Student presents information in logical, interesting sequence which grasps and holds attention.	Student presents information in somewhat logical sequence. The information is covered.	Audience has difficulty following presentation, does not follow logical sequence.	Student absent for presentation.	
<b>Subject Knowledge</b>	Subject knowledge is evident throughout the project. All information is clear and correct.	Knowledge us evident in much of the project. Most information is clear and correct.	Some knowledge is evident, but some information is confusing and/or incorrect.	Student absent for presentation.	
<b>Introduction/ Conclusion</b>	The introduction has a sharp focus, and the conclusion is effective.	There is evidence of an introduction and a conclusion.	There is no definite introduction or conclusion.	Student absent for presentation.	
<b>Graphics</b>	Student's graphics explain and reinforce screen text and presentation.	Student's graphics relate to text and presentation.	Student uses graphics that rarely support text and presentation.	Student absent for presentation.	
<b>Mechanics</b>	Presentation has no misspellings or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has three or more misspellings and/or grammatical errors.	Student absent for presentation.	

## STUDENT PRESENTATION RATING SHEET (Part 2)

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

<b>Presentation</b>	Student effectively integrates spoken and visual presentation. A high level of organization and delivery is evidenced. Excellent eye contact and knowledge of subject. Rarely refers to note cards. Presentation meets the required time limit of 4 1/2 to 5 1/2 minutes.	Student integrates spoken and visual presentation. Organization is apparent. Maintains balanced eye contact between audience and note cards. Presentation meets the required time limit of 4 1/2 to 5 1/2 minutes.	Spoken and visual presentation difficult to follow and understand. Little eye contact. Reads material from notes. Presentation is less than 4 1/2 minutes.	Student absent for presentation.	
<b>Use of Technology</b>	Exemplary use of technology demonstrated. Student is skillful and comfortable with technology.	Student uses adequate technology. Examples show little skill or expertise.	Student uses little or no technology in presentation.	Student absent for presentation.	
<b>Pronunciation</b>	Student uses a clear voice with correct, precise pronunciation of terms that all audience members can hear.	Student's voice is clear. Most words are pronounced correctly. Most audience members can hear presentation.	Student mumbles, incorrectly pronounces terms, or speaks too softly for audience to hear.	Student absent for presentation.	
<b>TOTAL POINTS WITH CONVERSION CHART TO GRADE</b>	<b>A = 33-36 points</b> <b>B = 29-31 points</b> <b>C = 26-28 points</b> <b>D = 22-25 points</b> <b>F = 21 or less points</b>				

## STUDENT PORTFOLIO RATING SHEET

Teacher Name: \_\_\_\_\_ Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1	Total
<b>Organization</b>	Content is well organized using headings or bulleted lists to group related material.	Uses headings or bulleted lists to organize, but the overall organization of topics appears flawed.	Content is logically organized for the most part.	There was no clear or logical organizational structure, just lots of facts.	
<b>Requirements</b>	All requirements are met and exceeded.	All requirements are met.	One requirement was not completely met.	More than one requirement was not completely met.	
<b>Attractiveness</b>	Makes excellent use of font, color, graphics, effects, etc. to enhance the presentation.	Makes good use of font, color, graphics, effects, etc. to enhance to presentation.	Makes use of font, color, graphics, effects, etc. but occasionally these detract from the presentation content.	Use of font, color, graphics, effects etc. but these often distract from the presentation content.	
<b>Originality</b>	Project shows a large amount of original thought. Ideas are creative and inventive.	Project shows some original thought. Work shows new ideas and insights.	Uses other people's ideas (giving them credit), but there is little evidence of original thinking.	Uses other people's ideas, but does not give them credit.	
<b>Mechanics</b>	No misspellings or grammatical errors.	Three or fewer misspellings and/or mechanical errors.	Four misspellings and/or grammatical errors.	More than 4 errors in spelling or grammar.	
<b>Total Points with Conversion Chart to Grade</b>	<b>A = 18-20 points</b> <b>B = 16-17 points</b> <b>C = 14-15 points</b> <b>D = 12-13 points</b> <b>F = 11 or less points</b>				