

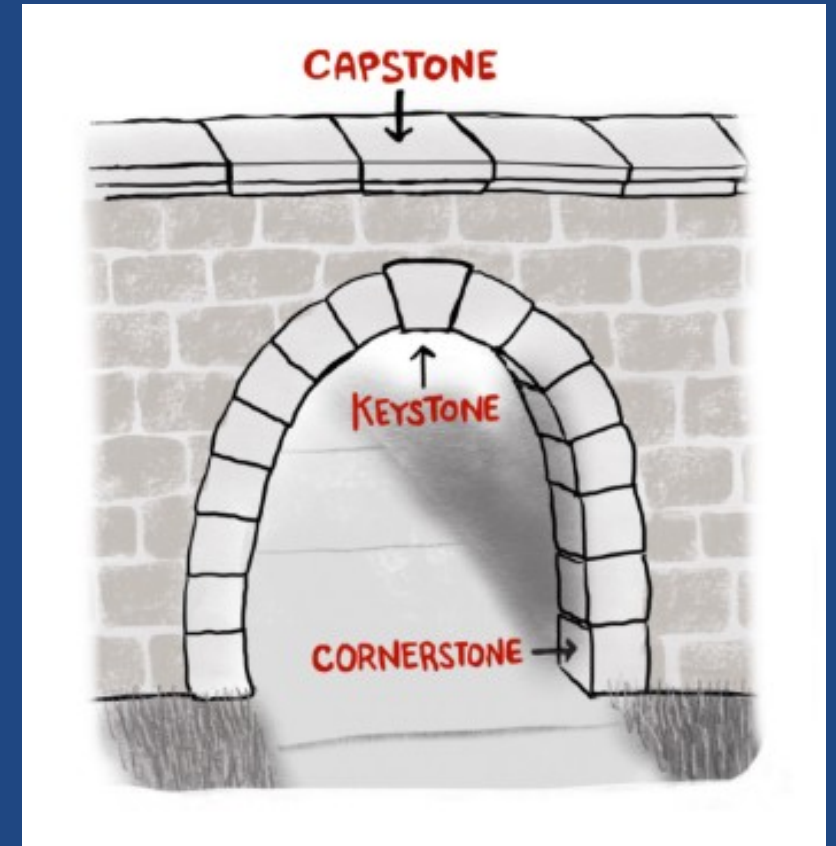
Internships & Capstones

Massachusetts Innovation Career Pathways

Capstone

A Capstone Is...

- A culminating experience that demonstrates the story of a student's learning through the lens of their passions and goals.
- Taken from the architectural term -- capstone -- the last stone placed on top of a structure (e.g., a wall, tomb, or arch).
- “An arch marks a transition, initiation, or doorway from one level to another. The capstone represents the peak. The summit of your education, k12, the passage from one stage of life to another.” -- Linda Aronson, *Unleashed to Learn*



A Capstone Requires...

- An extended and structured learning process
- The student has autonomy in developing their topic or product or experience (in collaboration with the advisor) at every step of the way
- Alignment to standards, competencies, or learning goals agreed on by the district and stakeholders. Sometimes they align to the actual course structure of the school or district.

Capstones Often Involve...

- Multiple modes and demonstrations of knowledge and skill (e.g., written, research, presentation, product, reflection, etc.)
- Portfolios of work collected over the course of the career of the student
- “Defenses,” in the sense that a student is reflecting upon and “arguing” for the validity and sufficiency of their artifacts
- External mentors to coach kids in their “real world” endeavours (this may be as formal as an internship. but not necessarily)
- Internal mentors or advisors to help the kids navigate the capstone process within the school
- Some sort of public recognition or ceremony

Innovation Career Pathways Capstone Requirements

- **Duration:** Meets the requirement of a 100-hour career immersion experience, through a “Capstone Class” rather than an internship
- **Must include** structured work readiness activities and work-based learning experiences *outside the classroom*; in a capstone specifically, this could include an individual or a group project focused on research, service learning, or related activity to serve as the “capstone project”
- **Credit:** Must be captured with a SIMS course code and be part of the students’ transcript
- **Advisor:** An advisor *with industry sector knowledge* must define, and guide the development of, the pathway - ideally, this advisor is an external partner
- **Assessing the End Product:** A well-developed rubric will govern students’ development of a high quality end product; successful products will be determined to meet or exceed minimums defined by the school and communicated clearly on the rubric

Checking in on our Principles

- **Guiding Principle 1: Equitable Access:** Is this capstone accessible and relevant to all students in the pathway? Are there important logistical, transportation, or scheduling considerations to ensure access for students whose families may experience hardship?
- **Guiding Principle 2: Guided Academic Pathways:** Does the capstone provide sufficient authentic work-based experience? Does the capstone demand appropriate rigor?
- **Guiding Principle 3: Enhanced Student Support:** Are educators and external partners balancing sufficient guidance and support (around the capstone experience) with student agency, particularly for students from marginalized backgrounds and those experiencing hardship?
- **Guiding Principle 4: Connection to Career:** Does this capstone provide a rich opportunity for students to make strong connections to the industry sector / career field, job-ready skills, and future job opportunities?
- **Guiding Principle 5: Effective Partnerships:** Does the school have the right (sufficiently established) partnerships, including MassHire and at least one employer, to support students during the completion of their capstone projects?

Dearborn STEM Academy 12th Grade Capstone Stages

- **Stage 1: Proposal Pitch** - Choose your project, interview industry professionals, and pitch your idea to our Pathways Staff
- **Stage 2: Learn and Build** - Learn about your big idea and how to create your product
- **Stage 3: Mid-Point Review** - Share your progress with industry professionals and get feedback on what you've done so far and where to go next
- **Stage 4A: Build** - Use your learning from both your own research and your Mid-Point Review to build the first prototype of your product
- **Stage 4B: Prototype #1 Review** - Finish your first prototype, share it with your end-user, and get feedback on how to improve it
- **Stage 5A: Revision** - Use your feedback from your Prototype #1 to improve your product and build Prototype #2
- **Stage 5B: Defense Prep** - Reflect on your learning and growth throughout your Capstone, set goals for your future, and prepare your Capstone Defense
- **Stage 6: Capstone Defense & Expo** - Finish your second Prototype, write your Capstone Abstract, and prepare to share your work at the Capstone Expo. Deliver your Capstone Defense and present at the Capstone Expo

Internships

Defining Criteria for Internships

- At least 100 hours at a work site, with a preference for paid experiences
- Use of the Work-Based Learning Plan as a pre and post assessment tool
- A staff liaison who supports the student at the work site
- Regular and ongoing journal-writing that is reviewed by staff, that provides the student with the opportunity for reflection, and, where possible, a time during the week when students in work-based learning experiences can share their reflections
- An end of internship culminating product created by the student, such as a written report, oral presentation, video, or other product
- This experience must be captured with a SCS course code, so that it is a part of a student's transcript and available for state data monitoring

Sample Internship Model (Uxbridge High School)



- **March**
 - Students meet with School Counselors to discuss schedule
 - Fill out “Internship Interest Form”
- **April/May**
 - Transform responses to a spreadsheet
 - Meet with Interns to set up partnership
 - Once confirmed, schedule appt with counselors
- **June**
 - Meet with all interns (assembly)
 - Get the Interns on app
 - Review expectations/Application
 - Interns will submit final application by last day of school
- **Summer**
 - Collect applications, continue to find partnerships if necessary
- **September/January**
 - 1st week of each semester, review expectations, make sure app is up and running

Scheduling

Key Questions: Scheduling and Logistics

- How can a school schedule flex to accommodate the 100 hour requirement for an internship or capstone?
- How can students be prepared to communicate effectively with mentors/employers about their schedule for their internship/capstone?
- How can the school address equitable access concerns e.g. transportation, work attire, disability accommodations?
- What should schools and employers consider related to student safety in WBL?
- What systems and practices assist schools in tracking internship attendance and performance?
- Where are schools looking for funding to support internships and capstones?

Sample Schedule (Uxbridge High School)



7 day schedule with a period dropping each day

Day 1

Period 1 A Block (Internship)
Period 2 B Block (Internship)
Period 3 C Block (Internship)
Period 4 D Block (Lit of War)
Period 5 E Block (Computer Int Man)
Period 6 F Block (Statistics)

G Block is dropped (Sports Management)

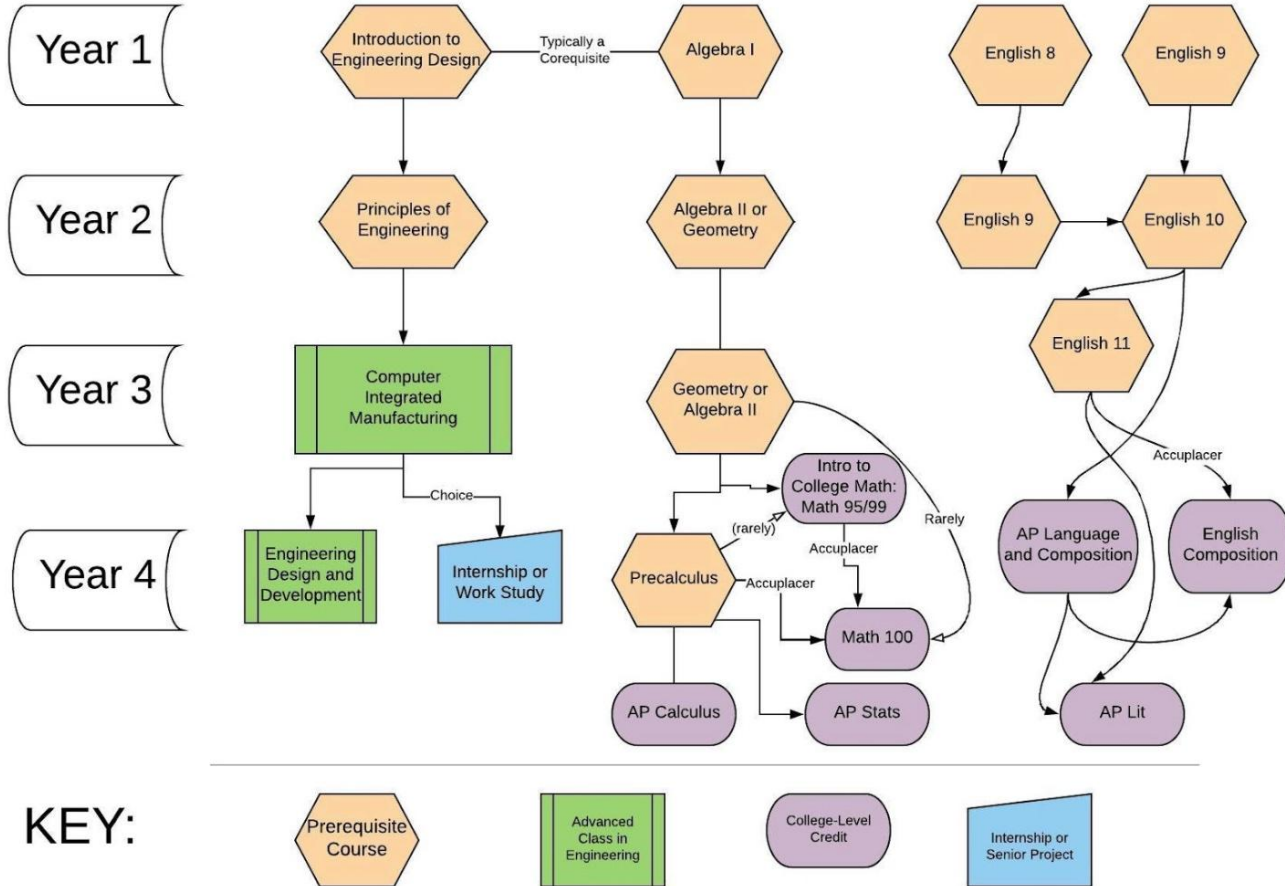
Day 2

Period 1 G
Period 2 A
Period 3 B
Period 4 C
Period 5 D
Period 6 E
Drop F



Manufacturing Pathway at UHS

Manufacturing Pathway at UHS



- 4 year program for the manufacturing pathway
- Includes prerequisite courses, advanced classes, college level credit, and internship or senior project
- Broken down into engineering, math, and English subject areas

Flipped Internship Model

Flipped Internship Model: Overview



- The Burlington HS program was created in partnership with two engineers from MITRE as a way for seniors interested in a tech-related field to work with industry professionals to create tech-oriented projects
- Students don't go out to a company for the internship; the professionals come to school periodically to give guidance and feedback on student work
- It was also designed this way so students from AP classes can continue to attend class and work on their senior internship projects in school with virtual mentor guidance

Flipped Internship: Bring Companies to Students

- Students choose their own projects in App/web Design, Python, IT, Cloud Computing, Drones, Cyber Security, Game Design
 - Engineers help with project proposals and strategies
 - Encourages students to stay motivated and invested
 - Students supervised by school teachers
- Earn \$15/hour for up to 100 hours
- Workshops to introduce industry tools and research like Trello and GitHub
 - Brief overview of state of the art in popular fields
 - Expose students to various areas of research
- Engineering office hours for on-site help
 - Removing restrictions on mentors commitment, allows a “Come when you can” policy
 - Allows scaling beyond traditional internships

Student Experiences and Outcomes

Key Outcomes Questions

- What are best practices for pre and post assessment of student internship and capstone experiences?
- What are best practices for student reflection throughout a culminating capstone or internship?
- What kinds of employer onboarding, mentoring, and supervision best promote positive outcomes in internships and capstones?
- How do schools promote accessible and inclusive capstones and internships for ELs, SWDs, and students from historically marginalized groups?
- What kinds of enhanced guidance and pre-WBL experiences prepare students for success in the workplace?
- What are observable/measurable indicators of a successful internship or capstone?

The Future of the Program (Uxbridge High School)



- Assessment of work based skills acquired from our classroom curriculum and our Pathway courses
- Bring more credibility to the internship program
- Move from Pass/Fail to Standard Based Assessment
- Streamline more Innovative Pathway students in the earlier grades
- Give interns the opportunity to earn credentials which recognize the achievement of a specific skill
- Continue to incorporate the entire student body
- Continue to build partnerships with businesses and agencies in the community and schools
- Career Readiness courses offerings to juniors in preparation of doing an internship
- Build skill sets to put on resumes
- Hold workshops/seminars for interns on specific skills such as interview prep, research employment options and related skill requirements

Developing the Mentor-Student Relationship

Introduction

Developing the mentor-student relationship means focusing on how to prepare both the work-based mentor (the primary person supervising an intern or capstone learner(s)) AND the student(s) to get off to a good start, develop a trusting and supportive relationship, and in the end have a successful work-based learning experience.



Work-based Mentorship Best Practices

- Goal-informed work plans guide the individual experience. Established in collaboration among educator(s), student, and work-based mentor. Even when a role is already defined by the host organization, e.g. a job description, goals and a work plan for the individual ensures that everything aligns with learning goals and more clearly defines how the internship will be assessed for learning
- Well-developed rubrics. Rubrics, established before the start of the internship, and in alignment with the work plan(s), ensure that students and mentors have clarity upfront how the student will be assessed
- Workplace expectations. Should be made clear to the student and may be explicitly part of the work plan
- Communications planning, including planned check-ins among educator(s), work-based mentor, and student and debriefing
- Supportive resources to ensure equity help students to engage rigorously and successfully. This may include support for students in preparing to code-switch to work-based language and comportment; helping mentors to better understand students' individual learning needs; providing tools that will make the work-based experience more accessible to students, and educator "human" support as well
- Clear roles and mentor expectations are established upfront

Some Pitfalls to Avoid

- Equating high-school-aged and postsecondary internships
 - This relationship often walks a balance between educational and professional. It's appropriate for "professional" to take the lead, but it's also important to be clear that high school interns are not college interns or graduate interns - they are still developing as humans and learners, not simply as professionals.
- Failing to address hopes, expectations, and concerns about compensation and long-term prospects
 - An emphasis on skill sets and resume building are assets students can be encouraged and reminded to value.
- Seizing control from the students (rather than letting them take charge of initiating the relationship)
 - This is an example of the code switching student might need to learn, their role and ways for initiating relationships and discussion points with mentees and WBL supervisors
- One-size-fits-all work-based learning
 - One successful WBL project or experience does not equate to success every time. Personalization and connection to community matters. And equity should always be at the fore.






Guiding Principles

- **Guiding Principle 1: Equitable Access:** Do all students, including all gender, racial/ethnic groups, economically disadvantaged/advantaged students, students with disabilities, likely first generation college-goers, and English Learners, have access to strong work-based mentors?
- **Guiding Principle 2: Guided Academic Pathways:** Is the mentor able to co-develop a rigorous work-based learning experience for and with the student(s)? Are students able to apply their academic learning in concert with their work-based experience?
- **Guiding Principle 3: Enhanced Student Support:** Are mentors balancing sufficient guidance and support with student agency, particularly for traditionally underserved students and those experiencing hardship? Are educators supporting the students *and the mentors* in establishing a strong working relationship?

Guiding Principles Cont.

- **Guiding Principle 4: Connection to Career:** Does the work-based mentor provide opportunities for student(s) to make strong connections to the pathway career field, job-ready skills, and to future job opportunities?
- **Guiding Principle 5: Effective Partnerships:** Is the industry partnership effective for all parties - external partners, school-based faculty, and students? Are the right structures and conditions in place so that positive relationships may develop among work-based mentors, educators, and students?

The Developmental Relationships Framework

Elements	Actions	Definitions
 <p>Express Care Show me that I matter to you.</p>	<ul style="list-style-type: none"> • Be dependable.....Be someone I can trust. • Listen.....Really pay attention when we are together. • Believe in me.....Make me feel known and valued. • Be warm.....Show me you enjoy being with me. • Encourage.....Praise me for my efforts and achievements. 	
 <p>Challenge Growth Push me to keep getting better.</p>	<ul style="list-style-type: none"> • Expect my best.....Expect me to live up to my potential. • Stretch.....Push me to go further. • Hold me accountable.....Insist I take responsibility for my actions. • Reflect on failures.....Help me learn from mistakes and setbacks. 	
 <p>Provide Support Help me complete tasks and achieve goals.</p>	<ul style="list-style-type: none"> • Navigate.....Guide me through hard situations and systems. • Empower.....Build my confidence to take charge of my life. • Advocate.....Stand up for me when I need it. • Set boundaries.....Put limits in place that keep me on track. 	
 <p>Share Power Treat me with respect and give me a say.</p>	<ul style="list-style-type: none"> • Respect me.....Take me seriously and treat me fairly. • Include me.....Involve me in decisions that affect me. • Collaborate.....Work with me to solve problems and reach goals. • Let me lead.....Create opportunities for me to take action and lead. 	
 <p>Expand Possibilities Connect me with people and places that broaden my world.</p>	<ul style="list-style-type: none"> • Inspire.....Inspire me to see possibilities for my future. • Broaden horizons.....Expose me to new ideas, experiences, and places. • Connect.....Introduce me to people who can help me grow. 	

The **Search Institute** defines Developmental Relationships as “close connections through which young people discover who they are, cultivate abilities to shape their own lives, and learn how to engage and contribute to the world around them.”

- **Care:** helping students to be motivated and feel confident by creating a welcoming environment; letting them know we see them just the way they are
- **Growth:** balancing the difference between giving guidance and fostering a sense of agency.
- **Support:** help students to navigate their environments and advocate for them while also setting boundaries
- **Power:** students want to be included and have voice
- **Possibilities:** this is what we are doing in pathways

Further thinking

As you look at Search Institute's *Five Elements of Developmental Relationships*, (**express care, challenge growth, provide support, share power, and expand possibilities**) consider observable actions and behaviors you, your school based colleagues, and your work-based partners exercise.

- Which elements do you think your students experience at a high rate in your program?
- Which elements do you think you can improve upon that will support student success and the mentor-student relationships?

Sample Internship or Capstone Contract

General Information

Contact Information

Student Name: _____

Phone: _____

Address: _____

Email: _____

Current Grade: _____

Placement Information

Start Date: _____

End Date: _____

Schedule: _____

Pay and/or Credits: _____

Employer or Supervisor

Mentor of Supervisor: _____

Phone: _____

Address: _____

Email: _____

Durable Skills Selection:

Skill	Current Proficiency	How will I build these skills?
[skill name]	[current proficiency for skill]	[how will the student build on this skill through their internship or capstone?]

Expectations: Student Competencies

Students will aspire to develop the following competencies:

- **Communicator:** I will communicate with my supervisor directly when I have questions, or concerns, or am unable to perform the duties assigned to me. I will participate in the Capstone Showcase to help future interns make thoughtful decisions about their placement.
- **Global Citizen:** I will be positive and respectful, even if I do not like a particular task, or I do not like a colleague. My goal will be to maintain a positive attitude and a respectful demeanor.
- **Prepared Individual:** I will seek to apply what I have learned in the classroom to my internship. I will work at my internship to develop new skills and knowledge.
- **Lifelong Learner:** I will actively pursue every opportunity and adapt to changing circumstances at the host site as they arise. I will work to be resilient, resourceful, curious, open-minded, and reflective.
- **Critical Thinker:** I will complete thoughtful weekly journal prompts that reflect my experience. I will complete honest and thoughtful Self-Assessment and Performance Reviews.
- **Responsible Person:** I will be punctual, reliable, and give my best effort. I will dress in professional and appropriate attire for the position. I will meet all the academic requirements for my internship. I will respond to internship/work-related emails within 48 hours. I will submit weekly timesheets documenting my hours. I will schedule and document make-up time for any time lost due to absence ((3 or more unexcused absences may lead to the termination of internship)

Expectations: Mentors and Employers

Mentor Expectations

- Regular check-ins with intern about progress toward short-term goals
- Feedback on durable skills
- Completion of evaluation
- Attending internship showcase
- Approving timesheet

Employer Expectations

The employer will:

- Be an equal-opportunity employer
- Complete a mandated CORI background check
- Provide job site expectations and training
- Communicate with the school regarding any student behavior issues, attendance, etc.
- Complete and sign a Work-Based Learning Plan review
- Verify the student interns hours worked each week
- Provide workers' compensation insurance coverage

Specific Internship Expectations

Intern Duties and Responsibilities

During the internship period described above, the Intern shall have the responsibility of performing the following:

- [task 1]
- [task 2]

Compensation

The Intern agrees that he/she will be provided with a stipend totaling _____. The stipend will be provided in _____ installments throughout the duration of the internship experience.

Working Hours

The Intern agrees that a minimum of _____ hours per week will be spent on the internship experience. Internship daily work times are flexible based on the Intern's school schedule, personal and/or employment commitments.

This Agreement sets forth the entire contract between the parties. The parent/guardian signatures below indicate permission for the student to participate in the capstone or internship opportunity and use a personal vehicle to get to and from the internship site, if necessary. Student and Mentor signatures below indicate agreement to the terms and expectations of the contract.

Sample Internship or Capstone Assessments: Self Assessment Form

Internship Self-Assessment Scale

For this assessment, students would use the below scale to determine the level they believe they have met for each standard listed and provide evidence:

Scale:

- **1 - Performance Improvement Needed:** *Needs to have a strategy to improve this skill*
- **2 - Developing:** *Developing this skill; learning to address challenges related to this skill; aware of next steps needed to develop this skill*
- **3 - Competent:** *Regularly demonstrates this skill; aware of the importance of this skill*
- **4 - Proficient:** *Consistently demonstrates this skill; exceeds expectations, showing initiative to learn about, enhance and/or apply this skill*
- **5 - Advanced:** *Can describe accomplishments using this skill to advance the work of your organization; exceeds expectations, show initiative to apply and extend this skill*

Internship Self-Assessment Standards

- **Promptness**
 - arrives on time and prepared for work
 - turns in timecards when expected
- **Communicating Changes in Schedule**
 - Provides sufficient notice if unable to report to work
 - Communicates schedule changes appropriately and in advance
- **Independent Responsibilities**
 - Respects confidentiality with important documents
 - Follow professional standards for handling of money, documents, site security
- **Professionalism**
 - Exhibits understanding of workplace culture and policy
 - Dresses appropriately for position and duties
 - Practices personal hygiene appropriate for position and duties
 - Follow professional standards for use of computers, phones, and social media
 - Complies with health and safety rules for the workplace
- **Verbal Communication**
 - Communicates effectively and appropriately using professional language
 - Demonstrates active listening skills; focuses attentively, makes eye contact or other affirming gestures, confirms understanding and follows directions

Internship Self-Assessment Standards Continued

- **Written Communication**
 - Communicates effectively and appropriately using the language and vocabulary appropriate to a variety of audiences within the workplace including coworkers, supervisor, and customers
- **Mentorship**
 - Asks thoughtful questions when observing and consulting peers and supervisors
 - Accepts direction and constructive feedback with positive attitude
- **Independent Projects**
 - Participates fully in tasks or projects from start to finish
- **Task Ownership**
 - Initiates interaction with supervisor for next task or project upon successful completion of previous one
 - Brings concerns to attention of supervisor when appropriate
- **Group Projects**
 - Works productively with co-workers, individually and in teams; support organization's mission and goals
 - Accepts direction and constructive feedback with positive attitude
- **Problem Solving**
 - Notices and identifies challenges and problems in the workplace
 - Develops solutions to challenges and problems by analyzing available information and looking at options
- **Organization**
 - Keeps possessions, tools, and materials orderly
- **Time Management**
 - Attends meetings and obligations on time
 - Arrives prepared with appropriate dress for position and duties

Internship Self-Assessment Questions

- What transferable skills have you developed (skills used in any area of work)?
- What career- related skills do you hope to take away (skills related to a future career you are interested in)?
- How do these skills relate to your personal goals?

Sample Internship or Capstone Assessments: Evaluation Rubric

Internship Program Evaluation Rubric

Criteria	Exemplary	Proficient	Developing	Needs Improvement
Teamwork and Collaboration	Consistently demonstrates exceptional communication, cooperation, problem solving, inclusivity, adaptability, and leadership within a team.	Regularly exhibits effective teamwork through communication, cooperation, and adaptability.	Occasionally shows teamwork skills; may need help with communication, contribution, or adaptability.	Rarely demonstrates effective teamwork; significant improvement is needed in collaboration and adaptability.
Leadership	Consistently demonstrates outstanding leadership by taking initiative, guiding team efforts, inspiring peers, and fostering a collaborative, supportive environment.	Regularly exhibits leadership by motivating peers, making decisions, and contributing to team success.	Occasionally displays leadership qualities but may need help consistently guiding or supporting peers.	Rarely demonstrates leadership qualities; needs significant initiative, guidance, and decision-making improvement.
Metacognition	Consistently demonstrates exceptional self-awareness and discipline by managing time effectively, setting goals, and maintaining exemplary attendance and punctuality.	Regularly shows self-discipline and time management skills; maintains good attendance and punctuality.	Occasionally demonstrates self-awareness and responsibility but struggles with consistency in time management or attendance.	Rarely exhibits self-discipline; needs significant improvement in attendance, punctuality, and goal-setting.
Growth Mindset	Consistently displays a commitment to learning, resilience, and adaptability by approaching challenges positively, embracing feedback, and persisting to master new skills.	Regularly demonstrates a willingness to learn, adapt, and apply feedback to improve performance.	Occasionally shows openness to learning and feedback but may struggle with consistency in addressing challenges or setbacks.	Rarely demonstrates a growth mindset; resists feedback, avoids challenges, or struggles to view setbacks as opportunities.
Communication	Consistently demonstrates outstanding verbal and written communication by conveying ideas clearly, actively listening, and tailoring messages to diverse audiences.	Regularly communicates effectively, listens actively, and adapts messages appropriately for the audience.	Occasionally communicates effectively but may struggle with clarity, active listening, or audience adaptation.	Rarely demonstrates effective communication; struggles with clarity, listening, or adapting to different audiences.

Internship Program Evaluation Rubric Continued

Criteria	Exemplary	Proficient	Developing	Needs Improvement
Mindfulness	Consistently demonstrates high awareness and presence by staying focused, managing emotions, and responding thoughtfully to challenges, contributing to a positive and balanced team dynamic.	Regularly shows awareness and focus, manages emotions effectively, and responds thoughtfully to challenges.	Occasionally displays mindfulness but may struggle with maintaining focus or managing emotions under pressure.	Rarely demonstrates mindfulness; struggles with focus, emotional regulation, and thoughtful responses to challenges.
Character	Consistently demonstrates strong ethical values, integrity, and reliability by making responsible decisions, honoring commitments, and acting with honesty and respect.	Regularly upholds ethical values, acts responsibly, and demonstrates reliability in fulfilling commitments.	Occasionally displays ethical behavior and reliability but may need support in consistently making responsible decisions.	Rarely demonstrates ethical values or reliability; struggles with accountability, honesty, and respect in interactions.
Creativity	Consistently demonstrates exceptional creativity and innovation by generating original ideas, offering fresh solutions, and adapting to changing circumstances to enhance team success.	Regularly displays creativity by contributing new ideas and effectively solving problems with innovative approaches.	Occasionally demonstrates creative thinking but may struggle with consistently offering original ideas or adapting to new challenges.	Rarely shows creativity; struggles to generate new ideas, adapt to change, or approach problems innovatively.
Fortitude	Consistently overcame challenges, maintained focus, inspired others, and contributed significantly to success.	Regularly overcame challenges, stayed focused, and positively influenced others.	Showed occasional resilience and determination, with inconsistent positive impact.	Struggled to demonstrate fortitude, with limited growth or influence.
Critical Thinking	Consistently applied logical reasoning, evaluated information thoroughly, and solved complex problems effectively.	Regularly demonstrated logical reasoning and problem-solving, with minor gaps in analysis.	Occasionally applied critical thinking, but with inconsistent evaluation or solutions.	Struggled to analyze problems, evaluate evidence, or develop effective solutions.

Defense of Learning for STEM Pathways: Sample Graduate Profile Rubric

Graduate Profile Rubric: Learner

LEARNER	Emerging	Developing	Proficient
Goal-Oriented: can set and achieve goals and direct current and future experiences	Do not demonstrate ability to set and achieve goals	Begin to demonstrate ability to set and achieve goals by naming the goals, but do not fully explain how goals are achieved or not yet achieved	Demonstrate ability to set and achieve goals by naming the goals, and explaining how goals are achieved or not yet achieved
Improvement-focused: growth mindset and willingness to try and fail to improve Self-knowledge: know own strengths, passions, and areas for growth	Do not demonstrate growth mindset	Begin to demonstrate growth mindset by explaining some but not all of the following: strengths, areas of growth, and/or next steps for growth	Demonstrate growth mindset by explaining strengths, areas of growth, and next steps for growth
Confident: Do not give up in the face of challenges Persistent: Can learn anything and know how to do so	Do not demonstrate confidence and persistence	Begin to demonstrate confidence and persistence by explaining some of the challenges faced, and ways worked to overcome them, but explanation is incomplete	Demonstrate confidence and persistence by explaining the challenges faced, and ways worked to overcome them
Other	Do not evaluate work or make meaningful connections to the future Reflections are not supported with connections work OR examples from experiences	Evaluate how work has improved skills, but do not make connections to future benefits Some reflections are supported with connections to work OR examples from experiences	Evaluate how work has improved skills and how skills will be useful in the future Reflections are supported with connections to work OR examples from experiences

Graduate Profile Rubric: Navigator

NAVIGATOR	Emerging	Developing	Proficient
Agency: knowledge to make informed choices.	Do not demonstrate knowledge to make informed choices	Begin to demonstrate knowledge to make informed choices by partially explaining the important decisions made	Demonstrate knowledge to make informed choices by fully explaining important decisions made
Networked: Network of people and resources for support on chosen pathways.	Do not demonstrate network of people and resources to support chosen Pathway	Begin to demonstrate network of people and resources to support chosen Pathway by naming the individuals and organizations supporting learning	Demonstrate network of people and resources to support chosen Pathway by naming individuals and organizations supporting learning and explaining how they provided support
Skilled: Critical thinking skills, problem solving skills, and technical skills to be successful.	Do not demonstrate critical thinking skills, problems solving skills, or technical skills to be successful	Begin to demonstrate critical thinking skills, problems solving skills, and technical skills to be successful, by providing some evidence of some of these skills	Demonstrate critical thinking skills, problems solving skills, and technical skills to be successful, by providing clear evidence of these skills
Content: Deep and broad knowledge in core academic disciplines and can transfer knowledge to other situations.	Do not demonstrate deep and broad knowledge in the core academic disciplines	Begin to demonstrate deep and broad knowledge in the core academic disciplines by providing some evidence of this knowledge in some disciplines	Demonstrate deep and broad knowledge in the core academic disciplines by providing clear evidence of this knowledge in each discipline
Communication: Communicate effectively both orally and in writing; love to read, and use this skill to explore different perspectives and learn how to communicate.	<p>Make minimal use of presentation skills, including body posture, language, eye contact, voice, and timing</p> <p>Use language that is unsuited to topic and audience</p> <p>Energy and affect are unsuitable for audience and purpose of presentation; provide a vague response to questions</p>	<p>Make partial use of presentation skills, including body posture, language, eye contact, voice, and timing</p> <p>Use language that is at times unsuited to topic and audience</p> <p>Energy and/or affect are partially appropriate for audience and purpose of presentation; provide indirect or partial response to questions</p>	<p>Demonstrate command of presentation skills, including body posture, language, eye contact, voice, and timing</p> <p>Use language that is suited to topic and audience</p> <p>Energy and affect are appropriate for audience and support presentation; provide a direct and complete response to questions</p>

Graduate Profile Rubric: Community Member

COMMUNITY MEMBER	Emerging	Developing	Proficient
Critically Conscious: In-depth understanding of self, the world, and current systems of power	<p>Do not demonstrate in-depth understanding of self, the world, and current systems of power</p> <p>Do not explain how these systems affected learning during the year, and how they may in the future</p>	<p>Begin to demonstrate in-depth understanding of self, the world, and current systems of power by partially explaining how these domains are interconnected</p> <p>Begin to explain how these systems affected learning during the year, or how they may in the future, but do not explain both with clear evidence</p>	<p>Demonstrate in-depth understanding of self, the world, and current systems of power by fully explaining how these domains are interconnected</p> <p>Explain how these systems affected learning during the year, and how they may in the future by providing clear evidence</p>
Relationship-Builder: Establish and maintain positive, empathetic and collaborative relationships; take multiple perspectives	Do not demonstrate ability to establish and maintain positive, empathetic, and collaborative relationships, and take multiple perspectives	Begin to demonstrate ability to establish and maintain positive, empathetic, and collaborative relationships, and take multiple perspectives by providing partial evidence of these relationships and perspectives	Demonstrate ability to establish and maintain positive, empathetic, and collaborative relationships, and take multiple perspectives by providing specific evidence of these relationships and perspectives
Responsible: Make responsible decisions; take responsibility for actions	Do not demonstrate ability to make responsible decisions and take responsibility for actions	Begin to demonstrate ability to make responsible decisions and take responsibility for actions by providing partial evidence of doing so	Demonstrate ability to make responsible decisions and take responsibility for actions by providing clear evidence of doing so

Graduate Profile Rubric: Other

OTHER	Emerging	Developing	Proficient
Organization	<p>Argument is unclear or absent</p> <p>Lack of organization makes it difficult to follow ideas and line of reasoning</p> <p>No transitions are used to guide audience understanding</p>	<p>Argument is evident, but not consistent throughout defense</p> <p>Inconsistencies in organization make presentation confusing</p> <p>Limited use of transitions detract from audience understanding of line of reasoning</p>	<p>Argument is presented clearly throughout defense</p> <p>Organization of presentation is appropriate to the purpose, audience, and task and reveals line of reasoning</p> <p>Choice of transitions guides audience understanding</p>
Use of Digital Media/Visuals	<p>Digital media or visual displays are confusing, extraneous, or distracting</p> <p>Writing does not reflect academic style, tone, and vocabulary</p> <p>Several errors in grammar, usage, and mechanics that distract or seriously interfere with meaning</p>	<p>Digital media or visual displays are informative and relevant</p> <p>Limited control of academic style, tone, and vocabulary</p> <p>Some minor errors in grammar, usage, and mechanics that partially distract or interfere with meaning</p>	<p>Digital media or visual displays are appealing, informative, and support audience engagement and understanding</p> <p>Control of academic style, tone, and vocabulary</p> <p>Minor errors in grammar, usage, and mechanics do not interfere with the reader's understanding</p>

Sample Internship Improvement Plan

Sample Introduction

[Student's Name] has demonstrated performance and/or behavior that does not meet the expectations outlined in the internship agreement. This plan is intended to support improvement and ensure the student gains meaningful skills and experience from the internship.

Example Areas of Concern

- **Attendance and Punctuality:** Frequent tardiness and/or unexcused absences.
- **Professionalism:** Inappropriate behavior, lack of initiative, or failure to follow dress code.
- **Communication:** Lack of timely or respectful communication with supervisors or school contacts.
- **Work Ethic and Task Completion:** Incomplete tasks, lack of attention to detail, or failure to meet deadlines.

Example Improvement Goals and Expectations

Area	Expected Improvement	Strategies for Support
Attendance & Punctuality	Arrive on time and maintain consistent attendance. Notify in advance if absent.	Weekly check-ins with mentor; use of a time-tracking sheet.
Professionalism	Follow dress code, workplace etiquette, and demonstrate respectful behavior.	Review expectations with mentor and model professional behavior.
Communication	Respond to emails/texts within 24 hours; ask questions when unclear.	Provide a communication checklist and script templates.
Task Completion	Complete assignments by due dates; show initiative in down time.	Daily task list and end-of-day summaries sent to supervisor or mentor.

Sample Timeline of Improvement

Initial Review	[Insert Date]
Follow-up Review	[Insert Date – typically 2 weeks later]
Final Review	[Insert Date – typically 4 weeks later]

Consequences and Acknowledgement

Consequences of Not Meeting Expectations

Failure to demonstrate significant improvement may result in one or more of the following:

- Parent/guardian meeting
- Loss of internship hours/credit
- Removal from internship placement

Acknowledgment

We are committed to supporting [Student's Name] in achieving success. By signing below, all parties agree to actively participate in this improvement process.

Sample Capstone Feedback Form

Capstone Feedback Form

This form is an example of a feedback tool used at Dearborn STEM Academy to collect information from capstone fair attendees about student projects and presentations.

- The Student's Description of their project was clear and compelling
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly agree
- The student thoughtfully answered my questions about their work
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly agree
- The student's visuals were clear and complete
 - Strongly Agree
 - Agree
 - Disagree
 - Strongly agree
- Please complete this sentence: "Well done! I am impressed by..."
- Please complete this sentence: "Thank you for sharing your work with me! One suggestion I have for you is..."
- Please complete this sentence: "This project has me thinking about..."

Resources

External Links

External links that may be applicable to your schools and community:

- [Building Effective Employer Partnerships: Creating Rural Work-Based Learning Opportunities for Young Adults](#)
- [Equity in Youth Apprenticeship Programs](#)
- [STEM Internships & Work-Based Learning Opportunities in Massachusetts: A Landscape Analysis](#)