



Fresno Unified School District

College and Career Readiness

Work-Based Learning Resource Guide and Toolkit



A guide for teachers and staff on how to effectively prepare students for high-quality work-based learning experiences and tips on how to provide relevant student outcomes experience.

2019/2020

Work-Based Learning Resource Guide and Toolkit

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Work-Based Learning Overview

Work-Based Learning is an instructional strategy that:

- Connects what students are learning in class with the world of work
- Involves interaction with business partners
- Provides students with career awareness, career exploration, and career preparation
- Includes a continuum of experiences
- Aligns with intentional student learning outcomes
- Prepares students for success in post-secondary education and careers
- Benefits the student, the business partner, and the high school

Students complete assignments before, during, and after work-based learning experiences to help them connect their experiences to their academy courses, as well as to their own college and career options.

Participation in work-based learning has a significant positive impact on all involved. Students may benefit most directly, but schools and business partners also gain through getting involved.

Student Benefits to Participation in Work-Based Learning

- Make direct connections between classroom learning and real world applications
- Build personal ownership of learning by connecting hands-on experiences to individual career goals
- Develop college- and career- ready soft skills
- Develop and practice positive work-related habits and attitudes
- Increase motivation to stay in school, earn a high school diploma, and increase post-secondary options.
- Develop and work toward achieving college and career goals during high school
- Improve post-graduation employment opportunities
- Secure part-time employment and financial support for post-secondary education
- Establish professional contacts for future employment, mentoring and networking

Employer Benefits to Participation in Work-Based Learning

- Develop new projects and ideas with student assistance
- Participate in the curriculum development process
- Develop a pool of skilled and motivated potential future employees
- Reduce training/recruitment costs
- Improve employee motivation and retention
- Support and improve educational programs
- Increase interest in the company and industry by inspiring the future workforce
- Demonstrate corporate social responsibility
- Provide opportunities for employees to use their professional skills to benefit the community

Teacher Benefits to Participation in Work-Based Learning

- Make education more valuable to students
- Expose students to state-of-the-art equipment, technology, and techniques
- Clear connections of core academic and academy courses to college and career applications
- Increase student motivation to stay in school and earn a high school diploma
- Enhance ability to meet the needs of diverse student populations through individualized and applied learning opportunities
- Extensive relationships in the community through business partner and advisory board involvement
- Professional development through partner engagement



FRESNO UNIFIED SCHOOL DISTRICT GRADUATE PROFILE

Fresno Unified is committed to preparing college and career ready graduates, giving all students an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options.



A career-ready graduate is a student who has all possible options available to them upon graduation from Fresno Unified School District. This student has a strong academic foundation, has completed required courses, and has acquired the workplace skills and competencies necessary for success after high school.



High-Quality Work-Based

	Who	What	When
Guest Speaker	Industry partner who is specifically tied to the content area and has been prepped with class info, project info, and purpose of their visit. This opportunity should provide insight to students about the career or topic being studied.	Speaks on topic that is directly connected to project/program, should be informative and beneficial to students. Should have ties to learning outcomes.	Should be strategically placed in the timeline of the project to reinforce learning taking place in the classroom. *Students should be prepared beforehand to gather questions they might have.
Industry Informational Interview	1:1 interview or class with a panel of experts. Students asking the questions. Preferably a 1:1 to 4:1 ratio.	Tied into project curriculum or outcomes at that time	Project Kick Off/ then throughout the project- multiple experiences
Mock Interview	Industry partners with interview experience and preferable work in a related field	Questions related to industry/project. Exposure to real world interview process (soft skills, process, dress) 1 student at a time. Has value or meaning to results. Provides feedback to student after interview	Spring semester (all grade levels) or Fall for juniors/seniors if preparation done. Student reflection done afterwards
Industry Tour	Tour of business that conducts business in field related to the pathway. Tour should include presentation to acclimate students to business.	Tour business to view day to day operations of specific industry.	Tour should occur timely in project or course of study. Preferably at launch or during. Only after students are prepped. Allow student reflection afterward.
Project Coaching/Feedback	Midway of project- industry professional, instructional coaches, or administrators Final- industry professionals (all positions related to project content) or mix that consist of persons that students don't see daily. Ratio should be at least composed of 60% industry.	Midway of project- This opportunity allows students to confirm they are on the right path with their projects and receive feedback Final- this opportunity is to verify learning outcomes and receive feedback	Midway of project- Should take place ½ way (2-3 weeks prior to due date) through the project so students can utilize feedback. Final- on a pre-set date that is well communicated with industry partners. Avoid- changing dates once set with industry partners.
Mentoring	Relevant, respected and experienced industry partner. Student centered disposition. May be a retiree if current on project, topics and skills/concepts. Could be anywhere from 1:1 to 1:5 ratio.	Help students develop awareness and exploration as it relates to the area of study and their project. Students receive guidance on project or other aspects of industry from industry partner.	Timely when students are developing the project. Allows student to use feedback before project finalized. Not one and done- multiple sessions. Can be a monthly meeting or ongoing throughout the duration of project or course.
Job Shadow	Business or industry partner who conducts business in a field related to the course of study within the pathway	A full day or multiple days spent at the industry specific business location. Student should observe and experience daily job functions.	Occurs ideally at beginning or middle of the project being conducted within the pathway. Can be at end if very purposeful.
Internships	Industry partners that work in a field directly related to pathway/course or are relevant to project idea/theme.	Students are doing work and performing duties that make connections to classroom learning.	Anytime throughout the duration of the project or area of study



Learning (WBL) Characteristics

Where	Why	How
In class or at place of business	To excite students, as well as giving them valuable information about the industry sector or project they are studying.	An interactive experiencing engaging students during the presentation. *visual aids, question & answers, or activities
In class or business/industry partner location	Provide balanced research- primary source. Connection to real world aspect of the project. Make additional connections to other resources.	Reflection for students to turn in, including what industry liked, what went well, etc. (for both students & industry)- follow-up with industry or tie in w/work site tour.
In classroom or industry partner location. Realistic interview atmosphere/set-up.	To give students opportunity to gain real world interview experience and feedback	Connections via advisory/Business Engagement/WBL Coordinator/ Site coordinator as well as teacher connections
Business or industry partner locations.	Allows student real time observation of industry. Excites students, and supports learning of PBL and pathway program of study.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site coordinator/Referral
Classroom or business/industry partner location.	Midway of project- To help guide and prepare students Final- to check for knowledge and understanding	Midway of project- One on one or small groups (allows for both mentor and peer feedback) Final- Panel Presentation
Face to face or video chat during time that is relevant to progress of project or unit of study.	Support students to develop the depth of understanding they can apply to their project- gives students confidence and provides feedback and insight on project and ideas.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site Coordinator as well as teacher connections.
Business or industry partner locations. (Not at private residence)	Knowledge of daily functions and real world application of work, aids in authenticity of the pathway and project. Allows student observance of professional real world.	Connections via Advisory/Business Engagement/WBL Coordinator/ Site coordinator/Make a cold call
At business or industry partner locations	Students get hands-on experiences and learn basic job duties. Learn how to work in an environment that is related to pathway and apply learning to project.	Connections via advisory/Business Engagement/WBL Coordinator/ Site coordinator as well as teacher connections

Crosswalk of Graduate Profile to CCR Skills

Graduate Profile Domain	College & Career Readiness Skill	CCR Skill Application	Student Outcome
Skilled Communicator and Collaborator	Collaboration and Teamwork	Ability to work, interact, collaborate with diverse individuals, supervisors, and teammates	<ul style="list-style-type: none"> Well versed in strategies to establish trust and build positive working relationships Are team players who establish trust and build positive working relationships Understand how to act as team player as well as the ability to manage and delegate to others Demonstrate empathetic listening strategies and the ability to negotiate and persuade
Skilled Communicator and Collaborator	Communication	Listening and observation, oral and written communication	<ul style="list-style-type: none"> Uses effective reading, writing, speaking, listening and digital communication skills Demonstrate ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions
Creative and Adaptable Learner	Creativity & Innovation	Creativity and Innovation	<ul style="list-style-type: none"> Assess and identify learning strengths and weaknesses Develop situational awareness and align appropriate strategies to navigate the situation
Creative and Adaptable Learner	Initiative and Self Direction	Flexibility and adaptability; Self-directed; asks appropriate questions; understands career opportunities and req's in the industry or field	<ul style="list-style-type: none"> Develop ability to have analytical agility Be self- determined Awareness of integrity and discernment
Adaptable and Productive Problem Solver	Critical Thinking & Problem Solving	Critical thinking, problem formulation, and problem solving	<ul style="list-style-type: none"> Capable of applying an analytical and systematic approach to solve problems Demonstrate ability to draw perspectives from multiple domains Demonstrate ability to prioritize and organize work and projects
Adaptable and Productive Problem Solver	Quantitative Reasoning	Quantitative Reasoning	<ul style="list-style-type: none"> Approach problems from different perspectives and demonstrate the ability to collect and filter information for importance by utilizing effective listening skills and using a team approach
Digitally Literate Citizen	Information Management	Locating, comprehending, and evaluating information	<ul style="list-style-type: none"> Utilize digital tools and technology in a formal manner which includes presentations in a variety of formats Display basic career specific technology skills necessary to be successful in specific career pathways
Responsible and Ethical Decision Maker	Professionalism and Ethics	Ethical behavior; exhibits responsible and professional behaviors as defined by industry or field	<ul style="list-style-type: none"> Display justice and fairness in the treatment of people and situations Practice self-control, demonstrate personal responsibility, and avoid unethical temptations Articulate the values that shape their attitudes and behavior



WORK-BASED LEARNING READINESS ACTIVITY

Guest Speaker

Overview: Guest speaking, a career awareness activity, occurs when a volunteer from the business or community is invited to speak with a group of students during the school day. Students listen to the presentation and ask questions. Student will know how to interact with a professional, learn facts about a career or industry and be able to connect how their schoolwork links to that career. Students will apply what they have learned to their own career aspirations.

	Preparation	During	After
Student	Students research organization or industry and prepares questions. Students participate in curriculum to prepare for guest speaker expectations, learn how to demonstrate professionalism and practice College & Career Readiness skills.	Students actively listen to guest speaker, ask detailed questions, and take notes. Students demonstrate College & Career Readiness skills and professionalism through dress and demeanor.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to guest speaker.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on guest speaker expectations, professionalism and College & Career Readiness skills. Teacher assists in identifying, selecting and preparing guest speaker.	Teacher participates in guest speaker lesson and facilitates discussion between student and speaker to obtain objective of lesson.	Teacher guides students through reflection activity. Teacher assists students with thank you note. Teacher debriefs and reflects on experience with students and guest speaker, and provides speaker with a survey to complete.
Community Partner	Guest speaker confirms schedule with teacher and prepares talking points, student activities, and materials. Guest speaker should outline desired message of presentation and be aware of teachers specific outcome.	Guest speaker responds to student questions, provides pertinent materials and models professionalism. Guest speaker gives student relevant examples of their day to day work activities and career path information.	Guest speaker reflects on experience and provides feedback to teacher.

Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
Fresno Unified Graduate Profile	A Skilled Communicator and Collaborator

GUEST SPEAKER PLANNING TOOL

FOR USE BY INDUSTRY/COMMUNITY PARTNERS

Objective: To engage the students in an interactive presentation that will show them an aspect of your work and encourage them to reflect on their own college and career goals.

Your Name: _____ Title: _____

Company's Name: _____

Introduction: Who are you and what do you do? (20% of the presentation)

- Introduce yourself or acknowledge the person who introduced you.
 - Briefly explain what your company does and what you do.
 - What company do you work for and what do they do in general? _____
 - What is your job title? _____
 - What did you want to be when you grew up? _____
 - Were there courses you took that inspired you or courses you wanted to take but never had the opportunity? _____ Share an anecdote about this experience.
 - How did you find your first job? What would you do differently if you could do it all over again? _____
 - What skills do you use at your job AND, which of those skills do you use to collaborate with others in your organization? _____
- _____
- _____

Interactive Activity: What is Your Career About? (67% of the Presentation)

- Prior to the workshop, develop an activity that reflects your work that students can easily do in the classroom (refer to ideas section for inspiration).
- The activity should be fun and stimulate questions from students about your job & company.
- The activity should also enable you to talk about the importance of academics.
- Relate the interactive exercise to what your roles and responsibilities are at work.

Continued on following page...



GUEST SPEAKER PLANNING TOOL, cont'd

FOR USE BY INDUSTRY/COMMUNITY PARTNERS

Activity Planning Questions

What kind of setting is needed for your activity? (if applicable)

Will you need to give any instructions? If so, how much time will be needed? _____

What will the students be doing?

What role will you play?

How does this activity relate to your roles and responsibilities at work?

What skills do your "employees" (the students) need for this activity?

Will you need the room set up in any particular way?

Describe how the activity will progress over the 30 minute period?

Continued on following page...

GUEST SPEAKER PLANNING TOOL, cont'd

FOR USE BY INDUSTRY/COMMUNITY PARTNERS

Explaining the "Big Picture" (11% of the presentation)

- How does your work relate to the students' lives? (e.g. computer chips are in the video games they play, your company designs parts of a solar panel, etc.) _____

- What are the salary averages for your field of work?

- What types of jobs are available at your company?

- What is the range of education and/or training required to pursue this field?

Concluding Remarks (2% of the Presentation)

- Encourage them to consider as many of the courses that can help them achieve career goals as possible.
- Encourage them to take advantage of college classes and career activities while in school.
- Thank them for listening to you and being a part of the presentation.



GUEST SPEAKER REQUEST EMAIL

FOR USE BY TEACHERS

What: We are asking the [area] business community to speak to students from the [name] Academy of [theme] in their classrooms on a variety of topics. Would you be willing to volunteer your time to help students connect the classroom lessons with the world of college and careers?

Guest speakers share information about their training, what they like about their jobs, their typical work day, and the knowledge, and skills required to pursue and be successful in their career. Students will have an opportunity to ask questions of the professionals. The visits also give students a chance to practice professional behavior and to elevate their comfort level in communicating with professionals.

Goal: To provide [x#] of guest speakers in Academy of [theme] classrooms this year.

Outcomes: As a result of guest speakers, students will be able to:

- Describe different careers and the basic pathways leading to a variety of careers
- Describe how basic skills such as math and reading are used in the workplace
- Explain the importance of postsecondary education and training

When: Dates and topics are flexible and will be coordinated individually.

[List of proposed guest speaker dates]

[List of proposed guest speaker topics]

Please join us in making a difference in the lives of young people. These students will be the next generation of leaders for your industry. We need your commitment, creativity and energy to make sure they are prepared.

If you are interested in speaking to students, please respond by Friday, [date] by contacting me at the email or phone number below.

Thank you for your support of the Academy of [theme]. We look forward to the opportunities that you and your peers in the [industry sector] sector provide that connect our academy students to the businesses and organizations across our community.

Sincerely,

[Name]

[Position]

Academy of [theme]

[Email]

[Phone]

PREPARING STUDENTS FOR GUEST SPEAKER

FOR USE BY TEACHERS

Your students will be participating in a career awareness Work-Based Learning activity in the coming weeks. Guest speakers help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

Targeted student outcomes:

- Describe different careers and the basic pathways leading to a variety of careers
- Describe how basic skills such as math and reading are used in the workplace
- Explain the importance of post-secondary education and training following high school graduation

Classroom teacher role for hosting a guest speaker:

Before:

- Students complete Guest Speaker Research Activity assignment

During:

- Introduce the guest speaker when students arrive
- Take photographs
- Keep time and signal to the guest speaker a 10-minute warning before the end of the session
- If needed, ask questions of the guest speaker to get your students started

After:

- Students complete Thank You Note, Evaluation and Reflection assignments

1. Guest Speaker Research Activity

Once you receive the guest speaker information (approximately 2 weeks before), use the Guest Speaker Research Activity to structure the activity for students to research the speaker and his/her company or organization.

Students may need assistance generating questions for the guest speaker. Here are some ideas which you can share with students, as needed:

1. What kind of company do you work for? How many people work there?
2. What do you normally wear to work?
3. What is a typical workday for you?
4. What is the starting salary in your profession? What is an executive level salary?
5. Do you normally work in groups or by yourself?
6. Describe your interactions with your clients, vendors and co-workers.
7. How are we affected by your company, agency, product, or service?
8. What education is needed for your profession?
9. How many years of study were necessary for your career?
10. Does your career require any specialized study?

Continued on following page...

PREPARING STUDENTS FOR GUEST SPEAKER, cont'd

FOR USE BY TEACHERS

11. If you could change one part of your job, what would it be?
12. Did you feel discouraged at any point in your career?
13. Have you ever considered changing your career?
14. What changes do you foresee occurring in your industry?
15. What role has technology played in these changes?
16. Has anyone ever influenced you a great deal?
17. When did you become interested in your career?
18. What is the most interesting experience you've had?
19. What are some of the advantages and disadvantages of your profession?
20. Where do you think the greatest job opportunities will be in the next ten years?
21. What should we expect from the marketplace? What is expected of us as future employees?
22. What is one thing you know now that you would have liked to have known about your field/position when you first began working?

2. Thank You Note

The day following the guest speaker, conduct a thank you note writing activity using the Guest Speaker Student Thank You Note. Collect all student thank you notes so they can be sent together to the guest speaker.

3. Guest Speaker Student Evaluation

Explain the purposes and difference between an evaluation and reflection. The evaluation looks at the original objectives for the work-based learning activity, at what was accomplished, and how it was accomplished. The Work-Based Learning Student Evaluation will provide important information to the coordinator and will help shape future academy guest speaker engagements.

4. Guest Speaker Student Reflection

The Guest Speaker Student Reflection allows students to analyze their experiences, and prompts thinking about education and career decisions based on the experience. The reflection exercise will encourage analysis and thinking about the connection between school and work.

This activity will allow students to reflect individually then share with the class about what they learned from the experience. Keep in mind that, if you haven't already, this is an excellent time to begin including the guidance counselor in the classroom activities.



GUEST SPEAKER RESEARCH ACTIVITY

FOR USE BY STUDENTS

Complete the following research assignment as part of your preparation for your upcoming guest speaker. Review the biography or resume provided by the guest speaker as a starting point of your research, then use the Internet.

Student name:
Guest speaker Name:
Guest speaker company / organization:
1. Did the guest speaker attend college? If so, where? How did they arrive at that decision?
2. What kind of degrees, skills and certifications has the guest speaker earned?
3. What work experiences on the resume/bio are related to the guest speaker's current job?
4. What work experiences on the resume/bio seem unrelated to the guest speaker's current job?
5. Company's web address:
6. Company's mission statement:
7. What is the primary industry that the company is in?
8. What do you find interesting on the company's web site?



GUEST SPEAKER RESEARCH ACTIVITY, cont'd

FOR USE BY STUDENTS

9. After researching your company, what are questions that you will ask the guest speaker?
Think of at least 5.

1)

2)

3)

4)

5)

10. Anything else you learned while doing your research that you'd like to share with your teacher or the class?



GUEST SPEAKER STUDENT NOTE TAKING TOOL

FOR USE BY STUDENTS

Speaker Information	
Name of speaker:	Job title of speaker:
Organization where speaker works:	Date of guest speaker visit:
Speaker's education and training history:	
Speaker's career history:	

Careers Available in Speaker's Field
What kinds of careers are available in this organization?
What does your normal day look like?
What kind of skills do you use on a daily basis?

Career Potential
What would I need to get a job in this field? (education/training/background experience)
What would I need to get ahead in this career?

What is the future outlook for this career?

What are the potential salary ranges for this career? (entry level and top level)

Observations

What did you learn that was surprising?

How will this experience inform your future education or career plans?

Use this space for additional notes.



GUEST SPEAKER STUDENT REFLECTION

FOR USE BY STUDENTS

Take some time to think back on the guest speaker, and reflect how it might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Pathway, Program or CTE Course:
Name of industry partner(s):	Date(s) of interview(s):
Company/Organization of guest speaker:	

What aspects of the guest speaker were interesting? Which were not? Why?

--

What did you learn about the speaker's company and its employees? Please Explain.

--

How do you think the speaker uses skills like reading and math in their career?

--

What were the steps that the speaker took to get to their current career?

--



GUEST SPEAKER THANK YOU EMAIL TEMPLATE – 1 DAY AFTER

FOR USE BY TEACHER

It is imperative that as a teacher, you thank the guest speaker for coming to your class to present. Use this email template, along with the Business Partner Evaluation form, to send to the guest speaker the day after the presentation.

Dear **[Name]**,

Thank you so much for speaking to students at/in the [Pathway/Program/CTE Course] of **[date/yesterday]**. The students gained valuable insight into the world of college and careers, and we hope that you benefitted, as well.

Attached is an evaluation form that we ask each of our guest speakers to complete. Please complete the form, and send the completed forms back to me by **[date]**.

Again, thank you so much for supporting this important career awareness activity. We hope that we will continue to involve you in our students' work-based learning activities in the future.

Sincerely,

[name]

Attachment: Work-Based Learning Business Partner Evaluation



WORK-BASED LEARNING READINESS ACTIVITY

Family or Community Partner Interviews

Overview: Family interviews, a career awareness activity, are informational question and answer dialogue designed to provide students with an opportunity to examine familial/community ties to industry and human capital within their homes, communities and family structures. Students interview a family or community member and obtain information about their career paths including educational preparations. Students will demonstrate knowledge in the areas of basic interviewing, development and application of interviewing techniques, and the ability to analyze familial and community resources.

	Preparation	During	After
Student	Student works with teacher to identify and select interviewee. Once identified, student prepares questions and learns how to demonstrate professionalism.	Student actively listens to interviewee, asks detailed questions, and takes notes. Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to family or community partner
Teacher	Teacher assists in bringing in, identifying and selecting interviewee. Teacher coaches interviewee on activity expectations and helps to coordinate the logistics of the interview.	Teacher is not present during interview.	Teacher de-briefs and reflects on experience with interviewee and student.
Family or Community Partner	Family/community partners reviews activity expectations with teacher; readies their workspace to accommodate the interview.	Family/community members responds to student questions, provides pertinent materials and models professionalism.	Family/community members reflects on experience and provides feedback to student and teacher.

Common Core College and Career Anchor Standards	Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric Writing 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text
CTE Anchor Standards	2.0 Communications 8.0 Ethics and Responsibilities
Fresno Unified Graduate Profile	A Responsible and Ethical Decision Maker A Skilled Communicator and Collaborator A Creative and Adaptable Learner

WORK-BASED LEARNING READINESS ACTIVITY

Job Shadow

Overview: Job shadow, a career exploration activity, is an organized visit in which students observe the workday of a professional at his/her worksite. Throughout the day, students get a "day in the life" perspective through interacting with clients or customers, as well as attending meetings and other appointments with the host. Students will expand their awareness of careers and work environments, make connections and observe how employees apply job-specific skills.

	Preparation	During	After
Student	Student works with teacher to identify and select professional partner. Student researches organization and prepares questions prior to job shadow. Student participates in curriculum to prepare for job shadow expectations, learns how to demonstrate professionalism and practices College & Career Readiness skills.	Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor. Student actively listens to job shadow host, asks detailed questions, and takes notes.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to host.
Teacher	Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on job shadow expectations, professionalism and College & Career Readiness skills. Teacher coaches professional partner on job shadow expectations. Teacher assists in identifying, selecting and preparing professional partner.	Teacher is not present during job shadow.	Teacher guides student through reflection activity. Teacher de-briefs and reflects on experience with student and host.
Community Partner	Host confirms schedule with teacher and student and prepares talking points, student activities, and materials. Host readies their worksite and collaborate with colleagues as needed.	Host responds to student questions, provides pertinent materials and models professionalism.	Host reflects on experience and provides feedback to teacher and student.

Common Core College and Career Anchor Standards	Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
Fresno Unified Graduate Profile	A Skilled Communicator and Collaborator A Creative and Adaptable Learner

JOB SHADOW STUDENT INTEREST FORM

FOR USE BY STUDENTS

On [date], students from the [insert] Pathway, Program or CTE Course will have the opportunity to participate in a job shadow. The job shadow will introduce you to the environment, expectations and requirements of the workplace, professions and industries. Job shadowing gives you a chance to take an up-close look at what a “real job” is like and how the skills you learn in school can be put into action in the workplace.

A typical job shadow is three to six hours during which you will spend time one-on-one or in a group with an employee observing daily activities and asking questions about the job and industry. You will complete written assignments before, during, and after the Job Shadow to help you understand and reflect on what you see, hear, and learn in the workplace and to connect your experiences to coursework and relate your job shadow directly to career pathways, related skill requirements, and postsecondary educational options.

In order to connect you with the best match for your job shadow, we need some information from you. Please complete the form below and return by [date].

Name:

Goal: What do you want to learn on a job shadow? Be specific.

Career interest: What is your current interest as far as a future career or job opportunity is concerned? What do you want to do when you complete high school/college?

Places I’d like to do a job shadow:

Companies or organizations where I would like to Job Shadow.



JOB SHADOW PREPARING STUDENTS

A GUIDE FOR TEACHERS

Your students will be participating in a career exploration work-based learning activity in the coming weeks. Job shadows help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

Targeted student outcomes:

- Explain basic knowledge and skills required for success in college and careers
- Connect individual skills and interests to variety of career options
- Connect elements of the academy experience are related to the workplace
- Explain the options available and importance of post-secondary education

There are many activities that would be appropriate to include while ensuring that students are prepared for a job shadow. The following pre- and post-job shadow classroom activities include:

1. Student Career Interest Inventory & Job Shadow Interest Form
2. Job Shadow Company Research Activity
3. Job Shadow Observation and Note Taking Tool
4. Job Shadow Reflection and Evaluation
5. Job Shadow Student Thank You Note

1. Student Career Interest Inventory & Job Shadow Interest Form

There are a variety of online career interest assessment tools for your students to use to help narrow their interests/choices for a job shadow.

Following the inventory, students can share their results, conduct further research, and complete the Job Shadow Interest Form to identify their top choice job shadow possibilities.

2. Job Shadow Company Research Activity

Once students have been assigned to a host site for their job shadow, use the Job Shadow Company Research Activity for them to research the company and department they will be shadowing.

3. Thank You Note

The day following the job shadow, conduct a thank you note writing activity using the Job Shadow Student Thank You Note.

4. Work-Based Learning Student Evaluation

Explain the purposes and difference between an evaluation and reflection. The evaluation looks at the original objectives for the job shadow, at what was accomplished and how it was accomplished. The Work-Based Learning Student Evaluation will provide important information to the job shadow coordinator, the host companies, and will help shape future job shadows.

Continued on following page...



JOB SHADOW PREPARING STUDENTS, cont'd

A GUIDE FOR TEACHERS

5. Job Shadow Student Reflection Exercise

The Job Shadow Student Reflection allows students to analyze their experiences and prompts thinking about education and career decisions based on the experience. The reflection exercise will encourage analysis and thinking about the connection between school and work, and about what makes a positive worksite, a positive job shadow experience, and the knowledge and skills that will be important to pursue for their career goals.

This activity will allow students to reflect individually, then share with the class about what they learned from the job shadow experience. Keep in mind that, if you haven't already, this is an excellent time to begin including the Job Developer in the classroom activities.



JOB SHADOW COMPANY RESEARCH ACTIVITY

FOR USE BY STUDENTS

Complete the following research assignment as part of your preparation for your upcoming job shadow. This research will be the basis for in-class discussion and presentations prior to your job shadow.

Student name:
Company where you will have your job shadow:
Company's web address:
Company's physical address:
Company's mission statement:
What is the primary industry that the company is in?
What department (if any) will you be shadowing in for the experience?
What have you learned about that department (or if no specific department, what have you learned about the company overall)?
What companies do you think are your job shadow company's competition? 1. 2. 3.
After researching your company, what are some questions that you will ask your job shadow host? 1. 2. 3. 4. 5.
Based on your research, what do you think you will like most about your job shadow experience?
Based on your research, what is your biggest concern about your job shadow experience?
If you could leave the job shadow having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?
Look up the directions for how to get to the job shadow (from school, from your home, walking, public transportation, driving, etc.). Print out the directions so that you can take them with you. Have you printed the directions? Yes/No
How long will it take you to get to the job shadow check-in location?



JOB SHADOW OBSERVATION & NOTE TAKING TOOL

FOR USE BY STUDENTS

Organization Information	
Name of organization:	Job shadow date:
Host name:	Host title:
In which industry does the host organization operate? Describe the organization (e.g., size, number of employees, products or services).	

Site Information
Describe the worksite in a few sentences.
Describe your host's workspace. (Cubicle, office, etc.)
How are people dressed? Are there differences in how people are dressed for different jobs and why?
What kinds of careers are available in this organization?

What are the most important "soft skills" that your worksite host uses to successfully complete their work tasks?

Which school subjects does the worksite host use regularly and how?

What is the most difficult part of your job shadow host's job?

Continued on following page...



JOB SHADOW OBSERVATION & NOTE TAKING TOOL, cont'd

FOR USE BY STUDENTS

Question to ask your worksite host:

“What advice do you have for me as I make career decisions, possibly within this field?”

Career Potential
What would I need to get a job in this field (e.g., education/training/background experience)?
What would I need to get ahead in this career?
What is the future outlook for this career?
What are the potential salary ranges for this career (entry level and top level)?

Observations
What did you observe that was not expected?
Are you still interested in this career? Why or why not?
How did this experience help shape your future career plans?



JOB SHADOW STUDENT REFLECTION & EVALUATION

FOR USE BY STUDENTS

Now that you have completed your job shadow, take some time to reflect on what you experienced and how the job shadow might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Academy/Pathway:
Name of job shadow host:	Date of job shadow:
Company/Organization of job shadow:	Email address for job shadow host:

What aspects of the job shadow were interesting? Which were not? Why?

--

What did you like about the workplace? What would you change?

--

Would you consider a career in this field? Why or why not?

--

What was the most memorable aspect of your job shadow experience? Why?

--

Continued on following page...



JOB SHADOW STUDENT REFLECTION & EVALUATION, cont'd

FOR USE BY STUDENTS

What did you learn about the company and its employees? Please explain.

How did the people at the worksite treat one another? Please explain

Describe ways that technology is used at the worksite.

If you wanted to work in the department/worksite that you visited for the job shadow, what might you do to prepare in the next five years, both in high school and afterwards?

What knowledge and skills are you learning in school that will be used on the job? Please explain.

What knowledge or skills do you need to strengthen to be successful on the job? Please explain.



JOB SHADOW STUDENT REFLECTION & EVALUATION, cont'd

FOR USE BY STUDENTS

What career options are available in the field related to the worksite that you visited? Please explain.

Any specific recommendations for future job shadows?



WORK-BASED LEARNING READINESS ACTIVITY

Informational Interview

Overview: An informational interview, a career awareness activity, is an interview conducted by a student with a professional partner to gain industry specific and career path knowledge. The student comes prepared with interview questions to help guide the interview with the professional partner and is hosted at the partner's worksite. Students will demonstrate knowledge about the career path; including awareness of academic, technical and College & Career Readiness skills required.

	Preparation	During	After
Student	Student works with teacher to identify and select interviewee. Once identified, student researches organization, prepares questions and learns how to demonstrate professionalism.	Student actively listens to interviewee and asks detailed questions. Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to professional partner.
Teacher	Teacher assists in identifying and selecting interviewee. Teacher coaches interviewee on activity expectations and helps to coordinate the logistics of the interview.	Teacher is not present during interview.	Teacher debriefs and reflects on experience with interviewee and student.
Community Partner	Interviewee reviews activity expectations with teacher; readies their workspace to accommodate the interview.	Interviewee responds to student questions, provides pertinent materials and models professionalism.	Interviewee reflects on experience and provides feedback to teacher.

Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 3.0 Career Planning and Management
Fresno Unified Graduate Profile	A Skilled Communicator and Collaborator A Creative and Adaptable Learner

INFORMATIONAL INTERVIEW: FINDING BUSINESS PARTNERS

FOR USE BY STUDENTS

As part of your experience, you will be conducting informational interviews with business partners in order to learn more about careers that interest you. You are responsible for:

- Identifying companies, careers, or industries that you want to learn more about
- Contacting professionals who work in these fields using your professional workplace skills
- Creating questions and then interviewing these business partners
- Following up promptly with thank you to the business partner, and then reflecting on your experience

Informational interviews are usually conducted over the telephone or video conference (Skype, Online.)

Use the worksheet below to think about business partners whom you might contact for informational interviews.

Informational Interview #1	Informational Interview #2	Informational Interview #3
Write one company, career, or industry you identified in your career interest inventory:	Write one company, career, or industry you identified in your career interest inventory:	Write one company, career, or industry you identified in your career interest inventory:
What are some other companies, organizations, or government services that are related to this field?	What are some other companies, organizations, or government services that are related to this field?	What are some other companies, organizations, or government services that are related to this field?
Who do you know who may work in this field? Who serves on the advisory board from this field? Ask your classmates or teacher for help, if necessary.	Who do you know who may work in this field? Who serves on the advisory board from this field? Ask your classmates or teacher for help, if necessary.	Who do you know who may work in this field? Who serves on the advisory board from this field? Ask your classmates or teacher for help, if necessary.
What questions would you ask this individual about his/her profession?	What questions would you ask this individual about his/her profession?	What questions would you ask this individual about his/her profession?

PREPARING STUDENTS FOR INFORMATIONAL INTERVIEW

A GUIDE FOR TEACHERS

Your students will be participating in a career exploration work-based learning activity in the coming weeks. Informational interviews help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

Targeted student outcomes:

- Explain basic knowledge and skills required for success in college and careers
- Connect individual skills and interests to variety of career options
- Connect elements of the experience that are related to the workplace
- Explain the options available and importance of post-secondary education

There are many activities that would be appropriate to include while ensuring that students are prepared for an informational interview. Please reference these as appropriate, in particular the activities related to developing workplace skills, creating a resume, and interviewing skills.

The following pre- and post-informational interview classroom activities include:

1. Student Career Interest Inventory
2. Finding Business Partners
3. Practicing for Informational Interviews
4. Confirming with Business Partners
5. Informational Interview Reflection
6. Informational Interview Thank You Note

1. Student Career Interest Inventory

There are a variety of online career interest inventory tools for your students to use to help narrow their interests/choices for informational interviews. Your school or school district may use an assessment available through the Guidance Office.

2. Finding Business Partners

Students are typically responsible for identifying and contacting business partners for their own informational interviews. If possible, provide students a list of advisory board members and other academy business partners which they can use as a starting point for their outreach. It's also helpful to direct students to local chamber of commerce websites.

Continued on the following page...



PREPARING STUDENTS FOR INFORMATIONAL INTERVIEW, cont'd

A GUIDE FOR TEACHERS

3. Practicing for Informational Interviews

The Informational Interview Phone Etiquette & Scripts worksheet will help students understand phone etiquette, as well as provide them a phone script for both scheduling an informational interview, as well as conducting the interview itself. Students should be given the opportunity during class to role play making professional phone calls using the phone etiquette and scripts. Students are instructed in the Planning Timeline for Students to have a copy of the interview script for each interview they are conducting.

4. Informational Interview Confirmation Email

Students should send a confirmation email immediately upon the business partner agreeing to participate in the interview, as well as 1 to 3 days before the scheduled interview time.

5. Informational Interview Student Reflection

The Informational Interview Student Reflection allows students to analyze their experiences, and prompts thinking about education and career decisions based on their experience. This activity will allow students to reflect individually then share with the class about what they learned from the experience. Keep in mind that, if you haven't already, this is an excellent time to begin including the guidance counselor in the classroom activities.

Ideally, students will complete this reflection the day after their informational interview, helping them organize their thoughts for the thank you email.

6. Informational Interview Student Thank You Email – 1 Day After

Students are instructed in the Planning Timeline for Students to send a thank you note on the day following the informational interview. Ideally, the student will have already completed the Informational Interview Student Reflection which will help them organize their thoughts for the thank you email.



INFORMATIONAL INTERVIEW PHONE ETIQUETTE AND SCRIPTS

A GUIDE FOR STUDENTS

The telephone is an important tool used in professional settings every day. Just like meeting someone in person for a job interview, it is important to make a strong first impression on the telephone.

Things to consider:

- Smile. Even if the person on the other line can't see you, a smile can be heard over the phone.
- Keep your script and a notebook and a pen nearby.
- Use proper English grammar—even if it's not the way you typically speak.
- You can't always predict who will answer the phone, so be prepared for someone other than the person you intend to call to answer.
- Be prepared to leave a clear, concise message that includes your name, that you are calling from the [theme] academy at [high school], the purpose of your call, and a contact telephone number.
- Follow-up with your phone calls with a professional email, if possible.
- Call during business hours (9:00 AM – 5:00 PM) only.

On the following pages you will find two scripts:

- Informational Interview: Scheduling an Interview
- Informational Interview Script

Continued on following page...

INFORMATIONAL INTERVIEW PHONE ETIQUETTE AND SCRIPTS, cont'd

A GUIDE FOR STUDENTS

Informational Interview: Scheduling an Interview

The following script will help you schedule your informational interviews. Words in italics are instructions for you, so you don't need to say them as part of the telephone call. Be ready to fill in the [blanks] before you make your call.

1. Hello, this is [your name], a student from the [Pathway, Program or CTE course] at [high school]. As part of my experience, I've been learning about college and the world of work, and exploring careers that might be interesting to me. I would like to interview someone at your organization for 15 to 30 minutes in order to learn about careers in [industry/department/field].

May I speak with someone who can help me identify the right person at your organization to interview?

Write the name of who recommended you speak to: _____

If you are transferred to another employee, repeat step 1, then move to step 2.

2. May I schedule an informational interview with one of your employees?

If the answer is yes, go on to the next question. If the answer is no, thank this person for their time and politely end the phone call.

3. Can you please tell me the name, phone number, and e-mail address of the best person for me to contact to schedule the informational interview?

Name: _____

Phone Number: _____

Email: _____

Confirm that you have the name, phone number, and email recorded correctly.

4. Thank you for assisting me today. I will reach out to this person right away to schedule an informational interview.

Immediately call or email the recommended person to interview.

5. Hello, this is [your name], a student from the [Pathway, Program or CTE course] at [high school]. As part of my experience, I'm conducting 15 to 30 minute informational interviews with professionals in careers that are interesting to me. [Person who recommended the business partner] gave me your contact information as someone who might be a good professional for me to interview.

6. Would it be possible to schedule my informational interview during the week of [as given by your teacher]? Is there a day or time that is best for you? *(Or suggest a day and time.)* How would you prefer I conduct the interview – by telephone or by video conference?

Date and time of informational interview: _____

Method of interview: _____ (phone or video conference)

Repeat date and time you scheduled.

7. Thank you very much for your time. I look forward to our interview and will confirm it with you in the days before. If your schedule changes, please let us know by contacting [academy contact, phone, and email], and I will get in touch to reschedule.

Send an email confirmation promptly.

Continued on following page...



INFORMATIONAL INTERVIEW PHONE ETIQUETTE AND SCRIPTS, cont'd

A GUIDE FOR STUDENTS

Informational Interview Script

Community Partner Name:	Interview Date and Time:
Community Partner Company:	Phone or video conference?
Community Partner Contact Number:	Community Partner Contact Email:

1. Hello, this is [your name], a student from the [Pathway, Program or CTE course] at [high school]. Is now still a good time for you to talk?
If the answer is yes, go on to question #2. If the answer is no, ask if they can tell you a better time you can call back. Politely thank the business partner, then call them back at that time.
2. Thank you for agreeing to participate in this informational interview. It should take about 15 to 30 minutes. I'm going to be taking some notes, so please bear with me if there's a pause in the conversation.
3. As part of my Work-Based Learning experiences, I've been learning about college and the world of work, and exploring careers that might be interesting to me. I'm excited to learn more about your field during our call today.
4. Questions:
 - 1.
 - 2.
 - 3.
 - 4.
 - 5.
 - 6.
 - 7.
 - 8.
 - 9.
 - 10.
5. That was my last question – is there anything else you'd like to tell me or ask me about the [Pathway, Program or CTE course] before we end this interview?
If the answer is yes, feel free to respond to questions about your pathway, program, course or high school. If the conversation gets off that topic, you can simply say "I had better let you go. Thank you again for your time today." If the answer is no, move on to the next step.
6. Thank you very much for your time today. I learned a lot about [career field]. You will be receiving an evaluation about your experience today that will help our academy improve the experience for the next time. It would be great if you could fill that out for us.
7. To be sure that we send the evaluation to the correct address, let me confirm your email: [insert email].
8. Thank you again. Goodbye.

Continued on following page...



INFORMATIONAL INTERVIEW STUDENT REFLECTION

FOR USE BY STUDENTS

Now that you have completed your informational interview(s), take some time to reflect on what you experienced and how it might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Pathway, Program or CTE Course:
Name of industry partner(s):	Date(s) of interview(s):

What did you learn from the informational interview(s) that will help you in your career exploration? Please explain.

--

Did the informational interview help you identify career(s) you would like to explore further or careers in which you have no interest? Please Explain.

--

What did you find most interesting about the interview(s) and why? What did you find least interesting about the interview and why?

--

What knowledge or skills do you need to strengthen to be successful in future interactions with business partners? Please explain.

--

WORK-BASED LEARNING READINESS ACTIVITY

Workplace Tour

Overview: Workplace tour, a career awareness activity, is a worksite visit where students learn about the structure, product, daily activities and workflow of an organization directly from employees on-site. During this organized tour, students are encouraged to ask detailed questions in order to gain industry-specific knowledge and become more comfortable interacting professionally. Students will expand their awareness of careers and work environments, make connections, and observe how employees apply job-specific skills.

	Preparation	During	After
Student	Students research organization and prepare questions. Students participate in curriculum to prepare for workplace tour expectations, learn how to demonstrate professionalism and practice College & Career Readiness skills.	Students demonstrates College & Career Readiness skills and professionalism through dress and demeanor. Students actively listen to worksite host and asks detailed questions.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to worksite hosts.
Teacher	Teacher guides students through researching organization and preparing questions. Teacher facilitates student lessons on workplace tour expectations, professionalism and College and Career Readiness skills. Teacher coaches professional partners on workplace tour expectations.	Teacher participates in workplace tour and facilitates discussion between student and worksite host.	Teacher guides students through reflection activity. Teacher assists students with thank you note. Teacher debriefs and reflects on experience with students and worksite hosts, and provides partners with a survey to complete.
Community Partner	Hosts confirm schedule with teacher and prepares talking points, student activities, and materials. Hosts ready their worksite and collaborate with colleagues as needed.	Worksite hosts respond to student questions, provide pertinent materials and model professionalism.	Worksite hosts reflect on experience and provide feedback to student and teacher. Hosts complete surveys.

Common Core College and Career Anchor Standards	<p>Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others ideas and expressing their own clearly and persuasively.</p> <p>Speaking & Listening 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate</p>
CTE Anchor Standards	<p>7.0 Responsibility and Flexibility</p> <p>8.0 Ethics and Legal Responsibilities</p>
Fresno Unified Graduate Profile	A Skilled Communicator and Collaborator

WORKSITE TOUR HOST REQUEST EMAIL TEMPLATE

FOR USE BY TEACHERS

What: We are asking the [area] business community to host tours of their company or organization for groups of students from the [Pathway, Program or CTE course theme]. Would you be willing to provide a worksite tour of your company or organization?

Worksite tours are part of a larger continuum of work-based learning opportunities designed to help students gain experience and insight into real-world careers. These activities are valuable ways for students to set education and career goals and learn what it takes to prepare for careers.

Typically lasting from a couple of hours to half a day, a worksite tour is a modest investment of time that may make a real difference in the students' future college and career choices. If you are willing to host such a tour, we can work out the details together.

When: We hope to schedule a tour of your company on [date], but would be happy to work with you to find a date that is convenient for both your organization and our students.

Goal: That the business community provide [insert #] worksite tours for [Pathway, Program, or CTE course] students during school year [insert year]. As a result of the worksite tour, the participating students will be able to demonstrate the following learning outcomes:

- Describe different careers and the basic pathways leading to a variety of careers in this industry or at this company/organization
- Describe how basic skills such as math and reading are used at the worksite
- Explain the importance of postsecondary education and training

How: Students go to the workplace in a group for a designated amount of time (usually two to four hours). A typical worksite tour might include:

- Welcome to the company, introduction to what you do
- Tour of the worksite (different departments) with an emphasis on the types of jobs, education and skills needed, career pathways within the industry, and the prevalence of technology at the worksite
- Opportunity for students to ask questions

Please join us in making a difference in the lives of young people. These students will be the next generation of leaders for your industry. We need your commitment, creativity and energy to make sure they are prepared.

If you would like further information regarding worksite tours or [CTE course or Pathway], please feel free to email or call me at the number and email below. Thank you.

[insert email address and/or contact number]



WORKSITE TOUR PREPARING STUDENTS

FOR USE BY TEACHERS

Your students will be participating in a career awareness work-based learning activity in the coming weeks. Worksite tours help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

Targeted student outcomes:

- Describe different careers and the basic pathways leading to a variety of careers
- Describe how basic skills such as math and reading are used in the workplace
- Explain the importance of postsecondary education and training

There are many activities that would be appropriate to include while ensuring that students are prepared for a worksite tour. Please reference these as appropriate, in particular the activities related to developing workplace skills, and communication skills.

The worksite tour materials provide the following pre- and post-worksite tour classroom activities:

1. Worksite Tour Research Activity
2. Worksite Tour Host Request Email Template
3. Thank You Note
4. Worksite Tour Reflection Exercise

1. Worksite Tour Research Activity

A few weeks prior to the worksite tour, use the Worksite Tour Research Activity for students to research the company and departments they will be exposed to during the worksite tour. This research will help prepare students to be actively engaged during the worksite tour and will assist with their creation of questions regarding the industry, company, or workplace.

2. Thank You Note

The day following the worksite tour, conduct a thank you note writing activity using the Student Thank You Note.

Continued on the following page...



WORKSITE TOUR PREPARING STUDENTS, cont'd

FOR USE BY TEACHERS

3. Work-Based Learning Student Evaluation

Explain the purposes and difference between an evaluation and reflection. The evaluation looks at the original objectives for the worksite tour, at what was accomplished, and how it was accomplished. The Work-Based Learning Student

Evaluation will provide important information to the worksite tour coordinator, the host companies, and will help shape future worksite tours.

4. Student Worksite Tour Reflection Exercise

The Student Worksite Tour Reflection allows students to analyze and reflect on their experiences and prompts thinking about education and career decisions based on the experience. The reflection exercise will encourage analysis and thinking about the connection between school and work, what makes a positive worksite, what makes a positive worksite tour experience, and the knowledge and skills that will be important to pursue for their career goals.



WORKSITE TOUR STUDENT GUIDELINES

FOR USE BY STUDENTS

We are going on a worksite tour on [date]. Below are the details and a set of guidelines to remind you of the agreement that you signed and what to do in case of an emergency before the worksite tour.

Business/Organization Name:	
Primary Contact for Worksite Tour:	
Best phone number for primary contact:	Best email address for primary contact:
Address where worksite tour will take place:	
Identification required:	
Dress code/appropriate attire:	
Lunch arrangements: [select one, delete the others] <input type="checkbox"/> worksite host will provide you lunch <input type="checkbox"/> you need to bring a lunch <input type="checkbox"/> you need to bring money for lunch <input type="checkbox"/> we will arrive after lunch at school <input type="checkbox"/> we will leave the worksite and be back at school in time for lunch	

Exact time and location for you to report for worksite tour (drop off/pick up) if applicable:

Arrival/drop off time:	Arrival/drop off location:
Departure/pick up time:	Departure/pick up location:

Reminders!

1. Dress for your worksite tour as if you were going to the worksite for a job interview.
2. In addition to this Guidelines sheet, take the following materials/documents with you:
 - a. Your identification/school ID
 - b. A pen and notebook
3. Arrive early! Plan to arrive 15 minutes before our meeting time.
4. Ask questions. Take advantage of this career awareness activity and the time you have to spend with your worksite tour host. Ask questions as you have them. This is your chance to learn a great deal about the company, the people who work there, and the overall jobs and industry.
5. You are representing both your school and [CTE program or Pathway.] Therefore, please behave in a professional manner. Always be polite, and thank your host at the end of the day.

I agree to the guidelines listed above:

_____	_____	_____
Print Name	Signature	Date



WORKSITE TOUR RESEARCH ACTIVITY

FOR USE BY STUDENTS

Complete the following research assignment as part of your preparation for your upcoming worksite tour. This research will be the basis for in-class discussion and presentations prior to your worksite tour.

Student name:
Company where you will go on your worksite tour:
Company's web address:
Company's physical address:
Company's mission statement:
What is the primary business that the company is in?
What departments exist within the company?
What companies do you think are your worksite tour company's competition?
After researching your company, what are some questions that you will ask your worksite tour host?
Based on your research, what do you think you will like most about your worksite tour experience?
Based on your research, what is your biggest concern about your worksite tour experience?
If you could leave the worksite tour having learned one thing, what would that be?
Anything else you learned while doing your research that you'd like to share with your teacher or the class?

Continued on following page...



WORKPLACE TOUR STUDENT REFLECTION

FOR USE BY STUDENTS

Take some time to think back on the workplace tour, and reflect on how it might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Pathway, Program or CTE course:
Name of guest speaker:	Date of tour:
Company/Organization:	

What aspects of the tour were interesting? Which were not? Why?

--

What did you learn about the company and its employees? Please explain.

--

How do you think the employees use skills like reading and math in their career?

--

What were the steps that one employee took to get to their current career?

--

Continued on following page...



WORKPLACE TOUR STUDENT REFLECTION, cont'd

FOR USE BY STUDENTS

Would you consider a career in this field? Why or why not?

If you wanted to pursue this career option, what might you do to prepare in the next five years, both in high school and afterwards?

WORK-BASED LEARNING READINESS ACTIVITY

Mock Interview

Overview: Mock interview, a career readiness activity, pairs a student with a professional partner who interviews them as if the student were being interviewed by an employer for a paid position. Student participates in the interview by responding to questions and dressing professionally. Student will be able to generate questions for the mock interviewer for the purposes of clarifying or obtaining new information.

	Preparation	During	After
Student	Student participates in curriculum to prepare for mock interview expectations, learns how to demonstrate professionalism and practices College & Career Readiness skills. Student reviews practice questions and/or mock interview job description. Student prepares copies of resume. Student writes questions for mock interviewer.	Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor. Student actively listens to mock interviewer, asks detailed questions, and take notes.	Student reflects on experience, particularly interviewer feedback, through written assignment and/or discussion. Student writes thank you note to interviewer.
Teacher	Teacher facilitates student lessons on mock interview expectations, professionalism and College & Career Readiness skills. Teacher assists in identifying, selecting and preparing interviewer including evaluation rubric and feedback process. Teacher coordinates space for the interviewing to be done either on campus, at the worksite or another location in the community.	Teacher oversees student's completion of mock interview.	Teacher reviews student reflections on interviewer feedback. Teacher writes a thank you to professional partners and send them a survey to evaluate their experience.
Community Partner	Mock interviewer reviews expectations with teacher.	Mock interviewer provides students with genuine experience, asks student questions and models professionalism.	Mock interviewer completes a survey and provides constructive feedback to student, based on teacher instructions.

Common Core College and Career Anchor Standards	Speaking & Listening 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
CTE Anchor Standards	2.0 Communication 5.0 Problem Solving and Critical Thinking
Fresno Unified Graduate Profile	A Skilled Communicator and Collaborator An Adaptable and Productive Problem Solver A Creative and Adaptable Learner



PREPARING STUDENTS FOR A MOCK INTERVIEW

FOR USE BY TEACHERS

Your students will be participating in a career exploration work-based learning activity in the coming weeks. Mock interviews help students connect the lessons they're learning in the classroom with the college and career options ahead of them.

Targeted student outcomes:

- Explain basic knowledge and skills required for success in college and careers
- Connect individual skills and interests to variety of career options
- Connect elements of the academy experience are related to the workplace

There are many classroom activities that would be helpful and appropriate to carry out that will help ensure that students are prepared for a mock interview.

The following pre- and post-mock interview classroom activities include:

1. Review a Job Description and Complete a Job Application
2. How to Dress Professionally
3. Prepare for the Interview
4. Thank You Note
5. Mock Interview Evaluation
6. Mock Interview Reflection

Inform students that they will participate in mock interviews on [date]. They will be asked to complete a job application, provide a résumé, and a cover letter, and they will store their documents to an electronic portfolio which is due [date at least 1 week before mock interview].

1. Review a Job Description and Complete a Job Application

Ask students to review the Mock Interview Job Description. Define unfamiliar terms or concepts that appear in the job description. Ask students to generate a list of academy experiences which might help the student qualify for this position.

Students could also use the Internet to find an entry-level job description in a career they are interested in. Ask students to complete the Mock Interview Application, and to save the application to their electronic portfolio, along with required mock interview documents.

2. How to Dress Professionally

Students often have misconceptions about how to dress professionally, so it's important to clearly and candidly review this information with them. YouTube has many videos that illustrate good and bad examples of professional dress which will help students prepare for their interview.

Continued on following page...



PREPARING STUDENTS FOR A MOCK INTERVIEW, cont'd

FOR USE BY TEACHERS

3. Prepare for the Interview

Use a class period to practice interviewing skills through a combination of class discussions and by asking students to role play the interview, switching off the role of interviewer and applicant. Students should have their application and resume on hand. Be sure to reflect on what students learned.

- Mock Interview Student Preparation and Tips
- Mock Interview Rating Sheet

YouTube has many videos that illustrate good and bad examples of interviews which will help students practice and prepare for their interview.

4. Thank You Note

Instruct students to write, proofread and send a thank you note to the interviewer within one day of the interview using the Mock Interview Student Thank You Note.

5. Mock Interview Evaluation

Explain the purposes and difference between an evaluation and reflection. The evaluation looks at the original objectives for the experience, at what was accomplished and how it was accomplished. The Work-Based Learning Student Evaluation will provide important information to the academy and will help shape future work-based learning experiences.

6. Mock Interview Student Reflection

The Mock Interview Student Reflection allows students to analyze their experiences, and prompts thinking about education and career decisions based on the experience. The reflection exercise will encourage analysis and thinking about the connection between school and work, and about what it feels like to be in a worksite, what makes a positive mock interview experience, and the preparation, knowledge and skills that will be important to pursue for their career goals.

This activity will allow students to reflect individually then share with the class about what they learned from the experience. Keep in mind that, if you haven't already, this is an excellent time to begin including the guidance counselor in the classroom activities.



MOCK INTERVIEW STUDENT PREPARATION AND TIPS

FOR USE BY STUDENTS

Before you walk into any interview, you should know as much about the company and the position as you possibly can. Gather your ideas for your interview by referring back to the Mock Interview Job Description your class looked at previously, and input your responses below.

Type of Company:

Mission Statement/Core Values:

Company News:

Questions for the interviewer about the company/environment, based on your research:

1.

2.

Two positive personal experiences relating to the company's core values:

1.

2.

Two experiences where you overcame a challenge or weakness:

1.

2.

Personal qualities, job skills, and experience you can bring to the position:

1.

2.



MOCK INTERVIEW STUDENT PREPARATION AND TIPS, cont'd

FOR USE BY STUDENTS

Interview Questions

You can't predict the exact questions that an interviewer will ask, but you can be well prepared by thinking about how you would answer the following questions:

1. Tell me about yourself. What are your long range and short range goals? Keep your answer in the professional realm only. Review your past positions, education and other strengths.
2. What do you know about our organization/company? Your research is designed to help you prepare for this type of question.
3. Why are you interested in this position? Relate how you feel your qualifications really match the requirements of the job. Also, express your desire to work for that company.
4. What do you consider your greatest strengths and weaknesses?
5. Interacting with others can be challenging at times. Tell me about the greatest difficulty you faced when trying to get along with peers, team members, or others at school or work. How did you handle the situation?
6. What was the most difficult course you took in school? What steps did you take to get all your work done?
7. Tell me about a time when you were able to help team members solve a problem. What was your role? What did you do?
8. Tell me about the most difficult or demanding customer (or teacher) you have faced. Describe a specific interaction you had with this customer.
9. Give me an example of a good decision you made recently. What alternatives did you consider? Why was it a good decision?
10. Have you ever worked on a group project for a class or work? How did you make sure that the other group members were doing their share of the project?
11. Deadlines can't always be met. Tell me about a time when you missed a deadline on a project. What were the causes? What could have been done differently?
12. Tell me about a detailed class or work project that you worked on. How did you keep track of the details? How did the project turn out?
13. Tell me how you balance your schoolwork with extracurricular activities.
14. Can you describe a situation in which you had difficulty getting along with someone at school? How did you handle it?

Come into the interview with questions to ask your interviewer. Here are some examples:

1. What type of training programs will be offered to the person hired for this position?
2. What are your goals for this position?
3. What obstacles must be overcome for the person in this position to succeed?
4. How will my performance be evaluated?
5. What growth opportunities exist for employees, and for this position in particular?

Continued on the following page...



MOCK INTERVIEW STUDENT PREPARATION AND TIPS, cont'd

FOR USE BY STUDENTS

Interview Tips

Do's:

- Dress appropriately. Make your first impression a professional one.
- Do consider your appearance and personal hygiene. Make sure to:
 - Wear neat, clean and conservative clothes and shoes.
 - Clean and brush your hair.
 - Wear only minimal make up and jewelry.
 - Use deodorant but don't wear heavy perfume or cologne.
 - Clean your fingernails. Wear either no nail polish, or be sure the polish is conservative in color and not chipped.
- Be organized and bring a pen, notebook, questions for the interviewer, and at least 2 copies of your resume, cover letter and application.
- Arrive 15 minutes early. Late attendance is never excusable.
- Turn off your cell phone when you enter the building.
- Introduce yourself, shake hands and look the person in the eye. Then, address the interviewer by his/her name during the interview.
- Clarify questions. Be sure you answered the questions the employer really asked.
- Get the interviewer to describe the position and responsibilities early in the conversation so you can relate your skills and background to the position throughout the interview.
- Conduct yourself professionally. Be aware of what your body language is saying. Smile, make eye contact, maintain composure and don't slouch.
- Anticipate tough questions. Prepare in advance so you can turn apparent weaknesses into strengths.
- Listen closely so you can respond to the interviewer's actual questions, not just the questions you prepared for.

Don'ts:

- Don't answer vague questions. Rather than answering questions you think you hear, get the employer to be more specific and then respond.
- Never interrupt the employer. If you don't have time to listen, neither does the employer.
- Don't chew gum or place anything on the employer's desk.
- Don't be overly familiar or casual.
- Don't ramble – get to the point. Long answers often make the speaker sound apologetic or indecisive.
- On the other hand, don't answer questions with a simple "yes" or "no." Explain whenever possible.
- Do not lie. Answer questions as truthfully as possible. If you don't know the answer to a question, say so.

Continued on the following page...



MOCK INTERVIEW STUDENT PREPARATION AND TIPS, cont'd

FOR USE BY STUDENTS

- Do not make derogatory remarks about your present or former employers or companies.
- Don't be discouraged if no definite offer is made or specific salary discussed. The interviewer will probably want to communicate with the office first or interview other applicants before making a decision.

Closing the interview:

- Express thanks for the interviewer's time and consideration.
- Ask for the interviewer's business card so you can write a thank you letter as soon as possible.
- When you leave the interview and have a moment, write down what was discussed in the interview. You can use this information when writing your thank you letter.
- Write, proofread and send a thank you note no later than 24 hours after the interview.



MOCK INTERVIEW QUESTIONS

FOR USE BY TEACHER AND/OR STUDENTS

Below are the questions that students were provided and have been referencing in their preparation. Feel free to use these questions and to add some of your own questions.

1. Tell me about yourself. What are your long range and short range goals?
2. What do you know about our organization/company?
3. Why are you interested in this position?
4. What do you consider your greatest strengths and weaknesses?
5. Interacting with others can be challenging at times. Tell me about the greatest difficulty you faced when trying to get along with peers, team members, or others at school or work. How did you handle the situation?
6. What was the most difficult course you took in school? What steps did you take to get all your work done?
7. Tell me about a time when you were able to help team members solve a problem. What was your role? What did you do?
8. Tell me about the most difficult or demanding customer (or teacher) you have faced. Describe a specific interaction you had with this customer.
9. Give me an example of a good decision you made recently. What alternatives did you consider? Why was it a good decision?
10. Have you ever worked on a group project for a class or work? How did you make sure that the other group members were doing their share of the project?
11. Deadlines can't always be met. Tell me about a time when you missed a deadline on a project. What were the causes? What could have been done differently?
12. Tell me about a detailed class or work project that you worked on. How did you keep track of the details? How did the project turn out?
13. Tell me how you balance your schoolwork with extracurricular activities.
14. Can you describe a situation in which you had difficulty getting along with someone at school? How did you handle it?

MOCK INTERVIEW RATING SHEET

FOR USE BY TEACHER AND/OR INDUSTRY PARTNERS

Directions for interviewer: Please complete the form at the end of each interview. The information and feedback on this form will be used to improve student interviewing skills, better preparing them for interviews for internships, college, and the world of work. Please give your honest feedback and advice.

Name of Student: _____

Name of Interviewer: _____ Date: _____

Application, Résumé, and Cover Letter	Excellent	Average	Needs Work
Documents were complete and contain appropriate information.			
Documents were neat and easy to read.			
Student brought copies of documents to the interview.			
Comments/advice:			

Appearance and Professionalism	Excellent	Average	Needs Work
Student was dressed in appropriate professional attire.			
Student <u>greeted</u> the interview with their name and a firm handshake.			
Student <u>closed</u> the interview by thanking the interviewer and offering a firm handshake.			
Student referred to the interviewer by name during the interview, made appropriate eye contact, and maintained a confident posture.			
Student communicates clearly and confidently throughout the interview.			
Student used proper body language throughout the interview.			
Comments/advice:			

MOCK INTERVIEW RATING SHEET, cont'd

FOR USE BY TEACHER AND/OR INDUSTRY PARTNERS

Interview Content	Excellent	Average	Needs Work
Student stated skills and experiences clearly using concrete examples.			
Student avoided giving inappropriate information (i.e. personal problems, negative feelings about past employers, etc.)			
Student asked at least two questions regarding the position or company.			
Comments/advice:			

Overall Review	Yes	No
If I had a job opening, I would consider this applicant for employment.		
Overall comments regarding the interview:		



MOCK INTERVIEW STUDENT REFLECTION

FOR USE BY STUDENTS

Now that you have completed your mock interview, take some time reflect on what you experienced and how it might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Pathway, Program or CTE course:
Name of interviewer:	Date of interview:
Company/Organization of interviewer:	Email address for interviewer:

What aspects of the mock interview were most helpful to you? Which were not? Why?

--

What questions did you feel most prepared to answer? Why?

--

What questions did you feel least prepared to answer? Why?

--

What did you learn about yourself through the mock interview? Please explain.

--



MOCK INTERVIEW STUDENT REFLECTION, cont'd

FOR USE BY STUDENTS

What knowledge or skills do you need to strengthen to be successful on your next interview? Please explain.

How did previous academy experiences prepare you for the mock interview?



WORK-BASED LEARNING READINESS ACTIVITY

Service Learning/Volunteerism

Overview: Service learning, a career exploration activity, occurs when students provide service to their community following research on a particular issue. Students volunteer at a community location with an organization to further the organization's mission. Students research the issue and organization that addresses it, volunteer and connect learning to class topic. Students will be civically engaged in their community and recognize local issues and resources. Service Learning can be connected to a project or can be done individually.

	Preparation	During	After
Student	Students will research the assigned organization or identify a community organization of interest for the project. Students should be able to relate the goal of the project to desired impact on the community.	Students identify a need, evaluate resources and connect what is learned in class to the service experience.	Students reflect on experience through written assignment and/or discussion. Students write thank you note to host organization.
Teacher	In partnership with the community partnering organization, the teacher develops project framework, trains students for framework, meets with community partners to define scope of project. Also, the teacher defines the project outcomes and outline the reflection rubric.	Teacher may or may not be present during the service learning. Teacher oversees student's completion of assigned tasks, duties and project.	Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and organization, and provides organization with a survey to complete.
Community Partner	Organization develops tasks, duties and projects for students with teacher. The organization prepares staff/clients for the project and identifies legal processes and procedural rules for compliance related issues.	Organization checks in regularly with students and guides them through assigned tasks, duties and projects.	Organization reflects on experience and provides feedback to student and teacher. Organization completes survey. Organization evaluates student's final project and gives feedback according to activity guidelines.

Common Core College and Career Anchor Standards	<p>Reading 10: Read and comprehend complex literary and informational texts independently and proficiently</p> <p>Writing 7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation</p>
CTE Anchor Standards	<p>9.0 Leadership and Teamwork</p> <p>7.0 Responsibility and Flexibility</p>
Fresno Unified Graduate Profile	<p>A Responsible and Ethical Decision Maker</p> <p>An Adaptable and Productive Problem Solver</p> <p>A Skilled Communicator and Collaborator</p> <p>A Creative and Adaptable Learner</p>



SERVICE LEARNING PREPARATION

FOR USE BY TEACHERS

Students will be participating in service learning/volunteerism in the coming weeks. Service learning/volunteerism programs can take on many forms. The ideal format of a service learning program depends on the unique needs and resources of your school/classroom.

Preparation: Identify a project.

- Recognize what the community needs and ways in which you can meet those needs.
- Make use of community resources for ideas, assistance, sponsorship and expertise.
 - Business people
 - Personal contacts
 - Community groups
 - Public agencies (library, forest service)
- Clarify the extent to which the community partner will be involved in the process.
- Be sure your project will allow you the opportunity to include
 - Integrated learning
 - High quality service
 - Student voice
 - Collaboration between community and students
 - Student responsibility
 - Evaluation
 - Reflection

Set goals and objectives.

- Aim to have high learning as well as high service.
- Create a written objective for service. Include:
 - Benefits to the student
 - Benefits to the community partner
- Create a written set of learning goals.
 - Align these goals with state standards.
 - Establish a connection between the project and the curriculum.
 - Include what students will know, understand and be able to do at the end of the project.
 - Remember that what students learn from these projects and how they learn it may not be the same as in the traditional classroom.
 - Strive to include multiple learning opportunities, for:
 - application of course concepts
 - high level thinking
 - directed and random communication of information Planning Guide Service Learning Project
 - integrated assessments
 - development of personal and interpersonal skills
 - identification, organization, and allocation of resources
 - understanding of complex relationships
 - use of a variety of technologies



SERVICE LEARNING REFLECTION

FOR USE BY STUDENTS

Reflection of service learning/volunteerism should be an ongoing process. Most importantly, students should be aware of this reflection prior to the engagement so they are aware of what to look for throughout the experience. Teachers can use the **What? So What? Now What?** approach to reflective responses for students.

What?: Students objectively consider what happened during the project.

Who was served?

What were the critical events?

What was the final outcome?

So What?: Students analyze the experience.

What skills did you learn?

How was the experience different than you expected?

What did you like about the experience?



SERVICE LEARNING REFLECTION, cont'd

FOR USE BY STUDENTS

How could the task have been completed more effectively/efficient?

How did the project address a community need?

Now what?: Students contemplate broader implications of the experience.

What is the root cause of the issue the project addressed?

How can you apply what you learned in this project to the rest of your life?

What follow up is needed?

WORK-BASED LEARNING READINESS ACTIVITY

Internship

Overview: Internship, a culminating career preparation experience, extends student learning into the employment setting and provides tangible benefits to students as well as their host site through mentoring, specific timelines and project/s. During an internship, students are exposed to professional skills and gain awareness of workplace culture and industry specific information. Students will apply skills they have learned in the classroom in order to complete tasks assigned to them. Ideally, students are compensated with an educational stipend or scholarship upon completion.

	Preparation	During	After
Student	Student participates in curriculum to prepare for internship expectations, learns how to demonstrate professionalism and practices College & Career Readiness skills. Student works with teacher to identify and select internship supervisor. Students apply what they've learned from previous work-based learning experiences; writing a resume, interviewing with the company, employment paperwork, etc.	Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor. Student completes tasks, duties and projects assigned to them. Student maintains good academic standing.	Student reflects on experience through written assignment and/or discussion. Student writes thank you note to internship partner/mentor. Student requests letter of recommendation and update resume with experience.
Teacher	Teacher facilitates student lessons on internship expectations, professionalism and College & Career Readiness skills. Teacher coaches professional partner on internship expectations. Teacher assists in bringing in, identifying and selecting internship supervisor.	Teacher may or may not be present during internship. Teacher oversees student's completion of assigned tasks, duties and projects. Teacher conducts site visit with student and internship supervisor, and responds to questions or concerns as needed.	Teacher debriefs and reflects on Teacher guides student through reflection activity. Teacher assists student with thank you note. Teacher debriefs and reflects on experience with student and internship supervisor, and provides supervisor with a survey to complete.
Community Partner	Supervisor confirms schedule with teacher and prepares talking points, student activities, and materials. Supervisor develops tasks, duties and projects for that are beneficial to the organization and engaging for the intern. Supervisor readies their worksite and collaborates with colleagues as needed.	Internship supervisor checks in regularly with student and guides them through assigned tasks, duties and projects.	Internship supervisor completes survey. Partner/mentor provides student with a letter of recommendation. Partner/mentor evaluates student's final project and gives feedback according to activity guidelines.

Common Core College and Career Anchor Standards	Reading 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take Speaking and Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	4.0 Technology 7.0 Responsibility and Flexibility
Fresno Unified Graduate Profile	A Responsible and Ethical Decision Maker A Skilled Communicator and Collaborator A Creative and Adaptable Learner



INTERNSHIP COMPANY RESEARCH SAMPLE ACTIVITY

FOR USE BY STUDENTS

Complete the following research assignment as part of your preparation for your upcoming internship. This research will be the basis for in-class discussion and presentations prior to your internship.

Student name:
Company where you will do your internship:
Company's web address:
Company's physical address:
Company's mission statement:
What is the primary industry that the company is in?
Which department (if there is more than one) will you intern in?
What can you learn about that department (or if no specific department, what have you learned about the company overall)?
What companies do you think are your internship company's competition?
After researching your company, what are some questions that you will ask during your internship?
Based on your research, what do you think you will like most about your internship experience? Why?



Based on your research, what is your biggest concern about your internship experience? Why?

College and Career Readiness

INTERNSHIP COMPANY RESEARCH SAMPLE ACTIVITY, cont'd

FOR USE BY STUDENTS

Based on your research, what is your biggest concern about your internship experience? Why?

If you could complete your internship having learned one thing, what would that be? Why?
--

What else did you learn while doing your research that you'd like to share with your teacher or the class?
--

Look up the directions for how to get to your internship (from school, from your home, walking, public transportation, driving, etc.). Print out the directions so that you can take them with you. Have you printed the directions?
--

How long will it take you to travel each way to and from your internship?

INTERNSHIP STUDENT AGREEMENT

FOR USE BY STUDENTS

Student Name: _____

In order to participate in an internship, I understand and will fulfill the expectations as outlined below:

Before the Internship

1. Participate in all classroom activities to prepare for the internship.
2. Research the company.
3. Complete all documentation needed within the timeframe allotted to participate in an internship.
4. Create a list of questions I will ask during my interview for the internship.
5. Interview for my internship.

During the Internship

6. Day 1: Arrive 15 minutes early at the designated meeting place.
7. Act maturely and professionally throughout the internship.
8. Ask questions. Take advantage of the time I have to spend with industry professionals.
9. Ask for a business card from my supervisor and other employees I'd like to thank.
10. Complete all assignments during the internship, including the interim and final assessments and evaluations.

After the Internship

11. Send a Thank You letter to my internship supervisor. Use proper grammar and spelling.
12. Complete an internship evaluation and the internship reflection assignment.

I understand and agree to the requirements as outlined above.



Student Name (print)

Student Signature

Date

College and Career Readiness

INTERNSHIP STUDENT REFLECTION

FOR USE BY STUDENTS

Now that you have completed an internship, take some time reflect on what you experienced and how the internship might affect your college and career plans in the future. This worksheet will be used in class.

Student name:	Academy/Pathway:
Name of supervisor:	Beginning and end dates of internship:
Company/Organization of internship:	Email address for internship supervisor:
Total Internship Hours:	

What aspects of the internship were interesting? Which were not? Why?

What did you like about the workplace? What would you change? Why?

Would you consider a career in this field? Why or why not?

What was the most memorable aspect of your internship experience? Why?



What did you learn about the company and its employees? Please explain.

College and Career Readiness

INTERNSHIP STUDENT REFLECTION, cont'd

FOR USE BY STUDENTS

How did the people at the worksite treat one another? Please explain

What technology did you use while interning at the worksite? List what you used and for what purpose.

If you wanted to work as a professional in the department/worksite where you interned, what would the job title be? What might you do to prepare in the next five years, both in high school and college?

What knowledge and skills are you learning in school that will be used on the job? Please explain.

What knowledge or skills do you need to strengthen to be successful on the job? Please explain.

Would you recommend that other students intern with this company in the future?
Circle one and explain: Yes No

Would you recommend that other students intern with this intern supervisor/mentor in the future? Circle one and explain: Yes No



WORK-BASED LEARNING READINESS ACTIVITY

Clinical Internship

Overview: Clinical internship, a career preparation activity, is a work-based placement in the **health science** field in which students are taught academic and occupational skills from an employee who supervise and evaluate their work. Students work in a professional setting executing the duties and tasks that are assigned to them. Students will develop skills specific to the healthcare industry and practice College & Career Readiness skills. In some cases, students may receive an industry certification.

	Preparation	During	After
Student	Student participates in curriculum to prepare for internship, learns how to demonstrate professionalism and practices College & Career Readiness skills. Students may be required to produce health screening results.	Student demonstrates College & Career Readiness skills and professionalism through dress and demeanor. Student completes tasks, duties and projects assigned to them. Student maintains good academic standing.	Student writes thank you note to internship supervisor. Student requests letter of recommendation and update resume with experience.
Teacher	Teacher facilitates student lessons on activity expectations, professionalism and College & Career Readiness skills. Teacher assists with coordinating the internship experience.	Teacher conducts site visit with student and internship supervisor, and responds to questions or concerns as needed.	Teacher de-briefs and reflects on experience with student and internship supervisor, and provides partner with a survey to complete.
Community Partner	Internship supervisor confirms schedule and develops tasks, duties and projects for student.	Internship supervisor checks in regularly with student and guides them through assigned tasks, duties and projects.	Internship supervisor reflects on experience and provides feedback to student and teacher through survey. Supervisor provides student with a letter of recommendation.

Common Core College and Career Anchor Standards	Language 6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression
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CTE Anchor Standards	6.0 Health and Safety 10.0 Technical Knowledge and Skills
Fresno Unified Graduate Profile	A Responsible and Ethical Decision Maker A Skilled Communicator and Collaborator A Creative and Adaptable Learner A Digitally Literate Citizen

College and Career Readiness

WORK-BASED LEARNING READINESS ACTIVITY

Mentor

Overview: Mentorship, a career exploration activity, provides students with one- on-one or small group advising on career and education related goals done in person, online or both. Students build relationships and communicate in a professional way with someone outside of their network through meetings at school, at a company or at a location in the community. Students will develop time management skills, expand their networking, increase their ability to receive feedback, and clarify their post-secondary plan.

	Preparation	During	After
Student	Students participate in curriculum to prepare for mentorship expectations, learn how to demonstrate professionalism and practice College & Career Readiness skills. Student writes a letter of introduction so they can be matched with a mentor.	Student actively listens to mentor, asks detailed questions, and take notes. Student completes mentor/tutor reflection log and other mentor assignments as prompted by their teacher.	Student writes thank you note to mentor. Student remains in contact with mentor even after the program concludes.
Teacher	In partnership with the community Teacher guides student through researching organization and preparing questions. Teacher facilitates student lessons on mentor expectations and College & Career Readiness skills. Teacher assists in identifying, selecting and preparing mentors, through orientation and ongoing communication. Teacher identifies the purpose of the mentorship, frequency and type of contact, topics reviewed.	Teacher monitors the mentor student relationship. Teacher holds mentors and students accountable to the mentorship program expectations. Teacher assigns specific assignments related to themes they are covering in class.	Teacher assists student with thank you note. Teacher de-briefs and reflects on experience with student and mentor, and provides mentor with a survey to complete.
Community Partner	Mentor reviews expectations with teacher either individual or in a group orientation and agrees to student learning outcomes. If the mentor will be spending one on one time with a student outside of school they will be fingerprinted.	Mentor responds to student questions, provides pertinent materials and models professionalism.	Mentor reflects on experience and provides feedback to teacher through survey. Mentors are encouraged to stay in touch with the student.



Common Core College and Career Anchor Standards	Speaking & Listening 2: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Speaking & Listening 3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric
CTE Anchor Standards	2.0 Communications 5.0 Problem Solving and Critical Thinking
Fresno Unified Graduate Profile	An Adaptable and Productive Problem Solver A Skilled Communicator and Collaborator A Creative and Adaptable Learner

College and Career Readiness

MENTORSHIP REFLECTION & EVALUATION

FOR USE BY STUDENTS

Now that you have completed your mentorship, take some time to reflect on what you experienced and how interacting with your mentor has affected your college and career plans in the future.

Student name:	Academy/Pathway:
Name of mentor:	Grade Level:
Company/Organization of mentor:	Course:

Do you feel like the mentor made a difference in your business plan? ☐ Yes ☐ No

Please explain:

Check what best describes the level of engagement your mentor had with your group. Then please explain your answers below:

☐ Very Engaged
 ☐ Engaged
 ☐ Somewhat Engaged
 ☐ Not Engaged At All

What aspects of the mentorship were interesting? Which were not? Why?

What did you like about your interaction with the mentor?

What was the most valuable aspect of your mentorship experience? Why?

What feedback was given to you by your mentor? Please explain

What knowledge and skills are did you acquire by having a mentor? Please explain.

Did the mentor address your needs and concerns throughout the mentorship? Please explain.

Any specific recommendations for future mentorships?



STUDENT THANK YOU NOTE TEMPLATE

FOR USE BY STUDENTS AFTER ANY WORK-BASED LEARNING EXPERIENCE

[Today's date]

(4 spaces)

[Full name of person shadowed]

[Person's title]

[Name of company]

[Department (if appropriate)]

[Street address of company]

[City, State, Zip]

(2 spaces)

Dear [name of person shadowed],

(2 spaces)

Paragraph 1: 2 sentences about why you are writing this letter. Thank you for the (job shadow, worksite tour experience, informational interview, etc.)

(2 spaces)

Paragraph 2: 2-3 sentences to describe your experience, citing examples of what you saw and what you learned. How did the day impact you? How will this experience help you in school and in the future?

(2 spaces)

Paragraph 3: 2 sentences to thank them again for taking the time out of their schedule to let you (job shadow, worksite tour experience, informational interview, etc.)



Sincerely,

(4 spaces)

[Your name]

Make sure that you use spell check and have your teacher read over your letter before sending it. If you are sending it as an email, make sure you put "Thank you for my job shadow experience" in the subject line. **A hand-written note is also an option.**

College and Career Readiness

WORK-BASED LEARNING EVALUATION-INDUSTRY PARTNER

Thank you so much for participating in the recent Academy of [theme] work-based learning experience. Using this evaluation form, please reflect and evaluate your experience. Your feedback will provide important information for us to improve the preparation and implementation of work-based learning experiences for other business partners and students.

Industry Partner Name:	Company/Organization:
Industry Partner Email:	Department (if applicable):
Name of student (if applicable):	Date of Work-Based Learning Experience:
High School/Academy:	Hours of Work-Based Learning Experience:
Type of Work-Based Learning Activity: (circle one)	
Guest Speaker Worksite Tour Career Fair Job Shadow Informational Interview Mock Interview	

Please evaluate your experience by completing the table below. For some questions, a simple yes/no is helpful. However, for many of the items, we would love to know if your expectations were met or exceeded, and as importantly, if your expectations were not met.

3 = Exceeded expectations **2** = Met expectations **1** = Did not meet expectations **0** = N/A

Preparation for the Work-Based Learning Activity			Rating			
Based on the information you received prior to the activity, did you understand the purpose and expectations of the activity?	Yes	No	3	2	1	0
Were the materials provided useful?	Yes	No	3	2	1	0
Did you receive the materials in an appropriate timeframe?	Yes	No	3	2	1	0
Did the activity begin and end as planned?	Yes	No	3	2	1	0
The Student(s)						
Was the student dressed appropriately for the activity?	Yes	No	3	2	1	0
Did the student conduct himself/herself in a professional manner?	Yes	No	3	2	1	0

Did the student ask appropriate questions during the activity?	Yes	No	3	2	1	0
Did the student seem to benefit from the overall experience?	Yes	No	3	2	1	0
Overall Work-Based Learning Experience						
Do you feel the experience helped to build the student's awareness of the variety of careers available in your company/industry?	Yes	No				
Do you feel the experience helped the student begin to identify areas of career interest?	Yes	No				
Do you feel the experience was able to connect the student's classroom learning with the world of work?	Yes	No				
Was the student exposed to the use of technology at your worksite?	Yes	No				
Was the student exposed to the importance of and need for training and postsecondary education as it relates to future careers in your industry?	Yes	No				
Overall, did the work-based learning experience meet your expectations?	Yes	No	3	2	1	0
Would you participate in a work-based learning activity again?	Yes	No				

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Industry Partner Evaluation of Work-Based Learning Experience

Thank you so much for participating in the recent Academy of [theme] work-based learning experience. Using this evaluation form, please reflect and evaluate your experience. Your feedback will provide important information for us to improve the preparation and implementation of work-based learning experiences for other business partners and students.

Industry Partner Name:	Company/Organization:
Industry Partner Email:	Department (if applicable):
Name of student (if applicable):	Date of Work-Based Learning Experience:
High School/Academy:	Hours of Work-Based Learning Experience:
Type of Work-Based Learning Activity: (circle one) Guest Speaker Worksite Tour Career Fair Job Shadow Informational Interview Mock Interview	

Please take a few moments to answer the questions below, so we can get an accurate depiction of your experience.

Were the student dressed appropriately for the activity?	Yes	No	Comments:
Did the students conduct himself/herself in a professional manner?	Yes	No	Comments:
Did the students ask appropriate questions during the activity?	Yes	No	Comments:
Did the student seem to benefit from the overall experience?	Yes	No	Comments:
Were the students prepared for the experience?	Yes	No	Comments:
Did the students stay engaged throughout the duration of the experience/activity?	Yes	No	Comments:

Are there any recommendations you have on ways to improve this type of work-based learning activity?

Please explain why you would or would not participate in this type of experience/activity again:

What was a highlight during your interaction with students and staff during the activity?

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WORK-BASED LEARNING EVALUATION-STUDENT

FOR USE BY STUDENTS

Using this evaluation form, please evaluate your recent work-based learning experience. Your feedback will provide important information for us to improve the experience for students in the future.

Your name:	Pathway, Program or CTE Course:
Company/Organization involved in experience:	Department (if applicable):
Industry/Community Partner's Name:	Date of Work-Based Learning Experience:
Industry/Community Partner's Email (if applicable):	Hours of Work-Based Learning Experience:
Type of Work-Based Learning Experience: (circle one)	
Guest Speaker Worksite Tour Career Fair Job Shadow Informational Interview Mock Interview	

Please evaluate your experience by completing the table below. For some questions, a simple yes/no is helpful. However, for several of the items, we would love to know if your expectations were met or exceeded, and as importantly, if your expectations were not met.

3 = Exceeded expectations **2** = Met expectations **1** = Did not meet expectations **0** = N/A

Preparation for the Work-Based Learning Activity			Rating			
Based on the information you received prior to the activity, did you understand the purpose and expectations of the activity?	Yes	No	3	2	1	0
Were the materials provided useful?	Yes	No	3	2	1	0
Did you receive proper preparation for your experience?	Yes	No				
The Industry Partner						
Did the industry/community partner conduct himself/herself in a professional manner?	Yes	No	3	2	1	0

Did the industry/community partner answer your questions during the activity?	Yes	No	3 2 1 0
Did the industry/community partner seem to benefit from the overall experience?	Yes	No	3 2 1 0
Overall Work-Based Learning Experience			
Did the experience help build your awareness of the variety of careers available in the company/industry?	Yes	No	
Did the experience help you begin to identify or expand on areas of career interest?	Yes	No	
Did the experience connect your classroom learning with the world of work?	Yes	No	
Were you exposed to the use of technology at the worksite?	Yes	No	N/A
Were you exposed to the importance of and need for training and postsecondary education as it relates to future careers in the industry?	Yes	No	
Overall, did the work-based learning experience meet your expectations?	Yes	No	3 2 1 0

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WORK-BASED LEARNING EVALUATION-STUDENT, cont'd

FOR USE BY STUDENTS

Additional comments:

What suggestions do you have in order improve this work-based learning experience in the future?

What information and/or preparation would be helpful to better prepare you and/or other students for this experience?

District CTE Advisory



Industry Sub-Committee



Health & Human Services

Education, Child Development & Public Service

Agriculture & Natural Resources

Industrial Manufacturing & Technology

Business & Entrepreneurship

Digital Media, Arts & Design

How CTE Advisory Board & Industry Sub-Committee Partners Can Help Support Teachers

- Provide input on individual pathway knowledge, vision, mission and outcomes
- Identify and develop WBL opportunities and partners within pathways, programs and courses
- Review and support curriculum as it relates to pathway and projects
- Support goal for all students to demonstrate the character and competencies for workplace success as part of the Graduation Profile
- Validate industry standards and certifications
- Recommend material and equipment to meet current industry standards
- Host student experiences and opportunities
- Sponsor teacher externships

For Additional Information on CTE Advisory or Sub-Committee meeting dates and locations,

Please Contact Tara Loll at:

Tara.loll@fresnounified.org or (559)248-7489

OPPORTUNITIES FOR INVOLVEMENT

The Fresno Unified School District Linked Learning Model:

- Prepares students for College and Career
- Connects academics to real-world applications by integrating challenging academics with demanding Career Technical Education courses
- Encourages post-secondary and career opportunities after high school
- Improves overall student achievements

The success of Fresno Unified Academy students is possible through strong community partnership with businesses and community leaders who provide our students with time, knowledge and experiences. If your goal is to give back to the community, shape public opinion about your business or industry, network with other businesses and civic leaders, or recruit future talent from the district, we can tailor a win-win partnership that meets your needs.

Name: _____

Company/Organization: _____

Title: _____

Address: _____

City, State, Zip: _____

Phone: _____

Email: _____

Prior experience with youth: _____

I prefer to be contacted by:

- ☐ Phone
☐ Email

Comments: _____

Please check which Industry Sector you are interested in:

- ☐ Agriculture & Natural Resources
- ☐ Arts, Media, and Entertainment
- ☐ Building Trades and Construction
- ☐ Business and Finance
- ☐ Education and Child Development
- ☐ Energy, Environment and Utilities
- ☐ Engineering and Architecture
- ☐ Fashion and Interior Design
- ☐ Health Science and Medical Technology
- ☐ Hospitality, Tourism and Recreation
- ☐ Information and Communication Technologies
- ☐ Manufacturing and Product Development
- ☐ Marketing, Sales, and Services
- ☐ Public Services
- ☐ Transportation

Please check how you would like to become involved:

Career Awareness

- ☐ Presenting at a career fair
- ☐ Classroom guest speaker
- ☐ Conducting tours of your workplace
- ☐ Participating in an informational video

Career Exploration

- ☐ Providing job shadowing
- ☐ Mentoring and/or participating in a virtual exchange
- ☐ Providing informational interviews

Career Preparation

- ☐ Assisting with mock interviews
- ☐ Providing paid/unpaid internships
- ☐ Serving as a Senior presentation advisor

Leadership & Guidance

- ☐ Advising on projects and curriculum
- ☐ Serving on an Academy Advisory Board
- ☐ Assisting with Student-Based organizations

Scholarships & Donations

- ☐ Scholarships
- ☐ Donations of equipment and/or materials

Other Support

- ☐ Hire a teacher short-term
- ☐ Teacher Externships
- ☐ Other: _____

Please Return To:

Jeff DeLong, Work-Based Learning Coordinator
(925)-768-1990 or jeffery.delong@fresnounified.org
OR

Tara Loll, Business Engagement Coordinator
(559)-917-8859 or tara.loll@fresnounified.org

ADDITIONAL RESOURCES

Fresno Unified Career Readiness Website

<https://www.fresnou.org/dept/collegecareer/Pages/Career-Readiness.aspx>

Why Work-Based Learning??

<https://www.fresnou.org/dept/collegecareer/Pages/WBL.aspx>

IMAGO & Engagements Network

<http://go.weareimago.com/#/login>

Fresno Unified CTE Newsletter Subscription

<https://goo.gl/5Zyrzd>

CTE Module Curriculum Standards

<http://www.cde.ca.gov/ci/ct/sf/ctemcstandards.asp>

Buck Institute for Project-Based Learning (PBL)

<http://www.bie.org/>