Sample Forms

August 2020

Sample Application for Enrollment

Worksite Selection Check Sheet

Interview Evaluation Form

Mississippi WBL Training Agreement

Employability Skills

Scale Key

Workplace & Career Specific Skills

Student Skills Assessment Rubric

Proof of Insurance and Emergency Contact Form

Monthly Travel Log

Record of Supervising Teacher Site Visits

Sample Application for Enrollment

PLEASE PRINT OR KEY ALL INFORMATION REQUESTED EXCEPT SIGNATURE.

Date _____

Student Name:

Last	First	Middle	Maiden

Present Address

Number	Street	City	State	Zip

Home Telephone (   )   Cell Telephone (   )

Age   Date of Birth   -   -

Do you have a driver's license? ❑ Yes ❑ No   Do you have access to a car/other mode of transportation?   ❑ Yes   ❑ No

CTE Courses completed or enrolled in:

Career Objective: 1st Choice_____ 2nd Choice_____ 3rd Choice _____

Parent/Guardian Name(s)   Parent/Guardian Phone #1 (   )

                                                                           Parent/Guardian Phone #2 (   )

Parent/Guardian Address

Street	City	State	Zip

Indicate the type of setting or business in which you prefer to work: *(Example:* office, retail, manufacturing, virtual, school, etc.)

First Choice_____ Second Choice _____

Are you interested in summer employment? ❑ Yes   ❑ No

Do you intend to further your formal education after high school? ❑ Yes   ❑ No

Are you under a doctor's care?   ❑ Yes   ❑ No

Do you have any health problems that would interfere with your regular attendance on a job? ❑ Yes   ❑ No

If yes, please explain:_____

_____

Previous Work Experience (List most recent position first.)

List as references the names of three teachers who can attest to the quality of your work. One must be your current or previous occupational teacher.

1. _____ (Teacher)

2. _____

3. _____

To the student:

When you enroll in the WBL Credit-Bearing Course, you indicate that you are sincerely interested in putting forth your best efforts to receive a WBL experience. If you accept this responsibility, please sign in the space provided.

Student Signature _____ Date _____

To the Parent/Guardian:

Do you consent to your child enrolling in the WBL Credit-Bearing Course, providing transportation, and agree to cooperate in making the work-based learning experience the greatest possible benefit to your child? If so, please indicate your support and approval with your signature.

Parent/Guardian Signature: _____ Date _____

To Be Completed by Supervising Teacher.

Current Attendance Record: No. Absences _____ No. Tardies _____
Current Disciplinary Record: Total Reports _____ Cumulative GPA: _____

List courses that may have prepared the student for participating in WBL:

1. _____ 3. _____

2. _____ 4. _____

Verified By_____
       (Counselor/School Administrator/ Supervising Teacher)

Status of Application: ❑ Pending ❑ Approved ❑ Not Approved

The (*Name of Recipient/LEA*) does not discriminate on the basis of race, color, religion, national origin, sex, age, or disability in the provision of educational programs and services or employment opportunities and benefits. The following office has been designated to handle inquiries and complaints regarding the non-discrimination policies of the above-mentioned entities.

Director, Office of Human Resources
Mississippi Department of Education

Worksite Selection Check Sheet

(Completed by Supervising Teacher Prior to WBL placement)

Worksite:

Worksite Employee Sponsor Name:

Address:

Telephone:

Date of Interview:

Person Interviewed:

Job Classifications Available:

Job Entrance Tests: ( ) Yes ( ) No What Types?

Skill Standards Required:

Directions: After reading the questions below, place a check (✔) in the appropriate column for your response.

	Yes	No	N/A
Is the attitude of the employer conducive to effective cooperation with the school in the operation of work-based learning?			
Are there provisions for a range of on-the-job experiences?			
Are the equipment and facility be satisfactory?			
Is the employer willing to work with the teacher to develop a training agreement for a specific career objective?			
Does the potential worksite employee morale seem conducive to satisfactory relationships for students?			
Does the instructional potential of the worksite seem satisfactory?			
Is the worksite satisfactorily located?			
Will the monetary compensation be adequate?			
Are the wages to be paid to students comparable to that paid to other beginning learners in the position?			
Is there evidence of progressive skill-building opportunities?			
Did the employer ask to see a transcript or be provided with documentation of acceptable academic performance and attendance?			
Does the employer agree to cooperate with the school to train a student?			

	Yes	No	N/A
Does the employer agree to rotate the student through various job processes upon reaching the proficiency level required for satisfactory performance in the career?			
Does the employer agree to observe all applicable child labor and wage laws and follow the Office for Civil Rights regulations?			
Does the employer agree that the student will not displace a full-time worker?			
Does the employer agree that the student will work a minimum of seventy (70) hours during the school year in which the student is enrolled in the WBL Credit-Bearing course?			
Does the employer agree to objectively evaluate the standards demonstrated by the student on skills identified in the training agreement?			
Does the employer agree to train the student during school release time?			
Is the worksite within reasonable travel distance of the school?			
Does the worksite meet other criteria as outlined in the Work-Based Learning Credit-Course Operation Guide?			

Comments: _____

_____

_____

_____

Signed: _____

Date: _____

Interview Evaluation Form

Student Interviewed: _____ Career Objective/Pathway: _____

	Above Average	**Average**	**Poor**
Appearance			
Personality			
Desire to be enrolled in the program			
Concept of program's purpose			

Summary of student's interests, abilities, and adaptability relative to career objective:

_____

_____

_____

Student's plans following high school: _____

_____

Work experience: _____

_____

Reaction when asked if he/she would change personal appearance to become an intern: _____

_____

Reaction to student organization: _____

_____

Possible WBL Employment Experiences Sites: _____

_____

Comments: _____

Mississippi WBL Training Agreement

Student Name: _____   **School Name:** _____

Student Phone: _____   **WBL Teacher/Coordinator:** _____

Student DOB: _____   **WBL Teacher/Coordinator Email:** _____

WBL Teacher/Coordinator Phone: _____

Employer Name (if applicable): _____   **Worksite Address** _____

Supervisor/Mentor Name: _____   **Start Date:** _____   **End Date:** _____

Supervisor/Mentor Phone: _____

Supervisor/Mentor Email: _____

Type of Experience:

☐ Business/Industry ☐ School-Based Enterprise ☐ Entrepreneurship ☐ Simulated Workplace ☐ Virtual Employment ☐ Apprenticeship ☐ Service-Learning Project ☐ Other (explain) _____

Job Description:

Competency Profile for Employability Skills

The employability skills below are essential in every work environment throughout one's career. Please discuss and review these skills at least twice during this work-based learning experience, in a first, baseline review and in a second review near the end of the work-based learning experience. **(Two reviews to capture growth -- Be objective!)**

Scale Key

0 = No Evidence: Needs to have a strategy to develop this skill
1 = Developing: Developing this skill; learning to address challenges related to this skill
2 = Competent: Demonstrates some of performance expectations; aware of the importance of this skill
3 = Proficient: Consistently demonstrates performance expectations; shows initiative to learn about, enhance or apply this skill
4 = Advanced: Exceeds expectations; works with high level of independence, acts as a role model, or shows initiative to apply and extend this skill

Skill	Performance Expectations	Reviews Use Scale Key		Comments Notes, goals, and reflections for Review #1 and Review #2
1. Collaboration and Teamwork	• Builds effective collaborative working relationships with colleagues and customers • Able to work with diverse teams, • Contributes appropriately to the team effort • Negotiates and manages conflict; • Learns from and works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints • Uses technology to support collaboration.	Rev #1		
		Rev #2		
2. Initiative and Self-Direction	• Takes initiative and is able to work independently as needed • Looks for the means to solve problems • Actively seeks out new knowledge and skills • Monitors his/her own learning needs • Learns from his/her mistakes • Seeks information about related career options and postsecondary training.	Rev #1		
		Rev #2		
3. Communication	• Comprehends verbal, written, and visual information and instructions • Listens effectively • Observes non-verbal communication; articulates and	Rev #1		

Skill	Performance Expectations	Reviews Use Scale Key		Comments Notes, goals, and reflections for Review #1 and Review #2
	presents ideas and information clearly and effectively both verbally and in written form • Uses technology appropriately for communication.	Rev #2		
4. **Professionalism and Ethics**	• Manages time effectively • Punctual; • Takes responsibility • Prioritizes tasks • Brings tasks and projects to completion • Demonstrates integrity and ethical behavior • Acts responsibly with others in mind	Rev #1		
		Rev #2		
5. **Creativity and Innovation**	• Demonstrates originality and inventiveness in work • Communicates new ideas to others • Integrates knowledge across different disciplines.	Rev #1		
		Rev #2		
6. **Quantitative Reasoning**	• Uses math and quantitative reasoning to describe, analyze, and solve problems • Performs basic mathematical computations quickly and accurately • Understands how to use math and/or data to develop possible solutions.	Rev #1		
		Rev #2		
7. **Critical Thinking and Problem Solving**	• Exercises sound reasoning and analytical thinking • Makes judgments and explains perspectives based on evidence and previous findings • Uses knowledge, facts, and data to solve problems.	Rev #1		
		Rev #2		
8. **Technology**	• Selects and uses appropriate technology to accomplish tasks • Applies technology skills to problem solving • Uses standard technologies easily • Able to quickly access information from reliable sources online	Rev #1		
		Rev #2		
9. **Information Management**	• Is open to learning and demonstrates the following information gathering skills • Seeks out and locates information; understands and organizes information • Evaluates information for quality of content, validity, credibility, and relevance • References sources of information appropriately.	Rev #1		
		Rev #2		
10. **Workplace Context and Culture**	• Understands the workplace's culture, etiquette, and practices • Knows how to navigate the organization • Understands how to build, utilize, and maintain a professional network of relationships • Understands the role such a network plays in personal and professional success.	Rev #1		
		Rev #2		

Competency Profile for Workplace & Career Specific Skills

Select three to five skills that will be a focus for this work-based learning experience. Choose from the following lists or identify other skills relevant to the specific workplace or career goals. Skill definitions are listed at the end of the document. More skill definitions can be found on O*Net.

Career/Engagement Skills	**Digital Literacy**	**Applied Academic**	**Technical/Career Specific Skills**
Active Learning	Computer Technology	Applied Mathematics	Applied Arts and Design
Customer Service	Database Use	Reading	Blueprint Reading
Industry Knowledge	Graphic Design	Research and Analysis	Child Development
Information Management	Media Literacy	Writing	Cooking / Culinary Arts
Leadership	Photo Editing		Equipment Operation
Project Management	Software Development	**STEM and Related Concepts**	Landscaping
Public Speaking / Presentations	Spreadsheet Use	Engineering Design Process	Maintenance / Repair / Painting
Teaching/Instructing	Web Development	Research and Analysis	Medical Office Skills
Time Management		Scientific Literacy	

Skill	Skill Definition	Reviews Use Scale Key		Comments Notes, goals, reflections for Review 1 and Review 2
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		
		Rev #1		
		Rev #2		

Comments & Signatures

Review #1	**Review #2**

Participant Signature: _____   Participant Signature: _____

Supervisor Signature: _____   Supervisor Signature: _____

Staff Signature: _____   Staff Signature: _____

Date: _____   Date: _____

Skills and Skill Definitions

Active Learning	Cultivating a practice of active learning by seeking out information, observing, asking questions and reading.
Applied Arts and Design	Applying design concepts and art techniques to workplace projects. Gain fluency in the techniques relevant to workplace projects, such as sketching, drawing, painting, mixed-media, collage, calligraphy, or other techniques.
Applied Mathematics	Applying mathematics to workplace situations; using mathematical thinking (such as looking for patterns, drawing graphs or applying geometry concepts) to analyze work projects. Demonstrating fluency with numbers, business math, measurement and basic calculations.
Blueprint Reading	Reading and understanding blueprints, being able to locate specific information or measurements related to current tasks.
Career Awareness	Actively seeking information about careers; using this work experience to build awareness of career opportunities and educational opportunities in this career area. Though special projects and/or end-of-internship presentations, demonstrating awareness of the roles of professionals, volunteers, and others in this career area.
Child Development	Providing guidance and support to help children to participate in and learn from lessons, projects and activities, while helping to maintain a safe and nurturing environment. Role model appropriate behavior by being polite, being positive, and using appropriate language.
Information Management	Gathering and organizing information. Paying attention to accuracy of information; making sure that information is complete; avoiding duplication.
Computer Technology	Using computer software applications and computerized equipment to perform work tasks.
Cooking / Culinary Arts	Following professional standards in the preparation of food, including planning, preparation, food safety and related tasks.
Creativity	Generating ideas, projects or products that take a fresh approach; applying artistic and creative skills to everyday work projects.
Customer Service	Communicating a positive attitude, empathy, energy and helpfulness to customers or co-workers and providing the assistance customers or co-workers need. Listening to, understanding and responding to customer needs.
Design Principles and Graphic Design	Understanding and applying design theory. Developing an eye for design. Learning and applying concepts of color, contrast, scale and typography.
Engineering Design Process	Applying a series of steps that guides engineering teams as they solve problems. The design process is iterative, meaning that engineers repeat the steps as many times as needed, making improvements along the way as they learn from failure.
Early Childhood / Math Literacy	Encouraging children to learn and practice basic math literacy by counting, measuring, using a calendar, noticing shapes, noticing patterns and doing simple calculations. Looking for natural connections to math concepts within children's activities.
Early Childhood / Reading Literacy	Encouraging reading literacy skills by participating in story-time and other reading-related activities and by naturally incorporating new vocabulary, writing, words and letters into various aspects of children`s activities.
Engineering Concepts	Participating in various aspects of projects being worked on by engineers including brainstorming, concept design, diagnostics and general problem solving.

Entrepreneurial Thinking	Gathering information and generating ideas to support business planning; making decisions and organizing work to support the mission and goals of an entrepreneurial project.
Environmental Literacy	Demonstrating understanding of environmental issues applied to the workplace. Responding to customer questions about environmental issues; learning about environmental issues through special projects or research applied to the workplace.
Equipment Operation	Working with machinery and equipment; safely operating, maintaining, storing, and (if applicable) repairing equipment.
Fashion Merchandising	Selecting and dressing mannequins; selecting outfits for display; selecting colors and sizes for display; maintaining retail displays.
Food Safety	Following safety guidelines for storing, preparing, and serving food, based on industry standards. Following industry standards for the safe use of tools and equipment. Good communication, time management, and a comfortable pace of work are essential to creating a safe environment.
Health Literacy	Learn about, analyze, and communicate about health and wellness issues, including nutrition, exercise, healthy lifestyles and other issues related to personal and community health.
Horticulture and Plant Knowledge	Demonstrating knowledge of garden plants, weeds and invasive species through successfully performing professional tasks include transplanting, watering, weeding and invasive plant removal.
Landscaping	Use plants, hardscape, pathways, seating, signs and other features to create attractive and functional outdoor spaces.
Leadership	Lead, motivate, direct and mentor others to support work on workplace projects, classroom activities and community programs.
Maintenance / Repair / Painting	Work in a team to maintain, repair and improve buildings and building systems. Plan and schedule projects, respond to customer requests for maintenance and professionally complete projects.
Media Literacy	Applying communication skills, creative thinking, critical thinking, artistic skills and technical skills to use media to share ideas, promote events, provide entertainment and expression, build avenues of communication and build community.
Medical Office Customer Service / Interacting with Patients	Interact comfortably with patients, greet each patient; professionally escort patients to the lab, office, physical therapy workout room or other locations. Respect the diversity and confidentiality of each patient.
Medical Office Skills	Show professionalism and careful attention to detail in performing office tasks, including: – Pulling charts for upcoming patients. – Assisting with photocopying. – Scheduling patient appointments. – Making and organizing patient files. – Filing insurance and patient paperwork.
Medical Office Vocabulary	Becoming familiar with the vocabulary used in a clinical setting. Using knowledge of vocabulary when conducting web searches and other research tasks.
Menu Planning and Nutrition	Demonstrating knowledge of nutrition, health, food choices and diet; applying this knowledge to menu planning and choice of ingredients.
Peer Leadership	Organizing and leading projects for other teens; demonstrating commitment to communicating, sharing information, and acting as a role model for others. Role modeling appropriate behavior by being polite, being positive, and using appropriate language. Encourage others to participate in activities by demonstrating active participation.

Photo Editing	Formatting pictures for use in publications and websites, including adjusting file size and canvas size, and applying cropping and color adjustments.
Project Management	Using formal and informal methods and tools to keep track of projects step-by-step. This may include using checklists, calendars, stylesheets, project notebooks and other tools as needed by the project.
Reading	Using reading comprehension skills when reading workplace materials. Using strategies to learn new vocabulary and learn about unfamiliar words, phrases and concepts.
Research and Analysis	Gathering and analyzing information through surveys, data collection, experiments, online and print sources and other methods.
Retail Sales	Assisting customers with selection of products. Comfortably building rapport when meeting customers. Supporting customer buying decisions by sharing information about the company products. Representing the company in a professional manner at all times. Respecting the confidentiality and diversity of all customers.
Scientific Literacy	Following professional standards for science lab or science classroom internships. Understanding and following lab procedures. Following safety procedures. Modeling scientific observation and experimentation skills.
Self-Advocacy	The practice of setting goals and identifying supports and strategies for achieving goals. In workplace experiences, taking initiative to find the most effective way to learn and master workplace skills and tasks. In career exploration, taking initiative to understand one's own interests, strengths and weaknesses and researching and identifying possible career paths.
Software Development	Planning, developing, testing and updating computer applications and software. Understanding the development process, including computer programming and coding skills.
Teaching and Instructing	Teaching information, concepts or skills to others, including children, peers, co-workers or customers. Effective instruction includes both presenting information, concepts and skills to others and following through to see that they are able to understand and apply what was taught.
Time Management	Establishing a healthy, comfortable and productive approach to using time. Time management includes: (a) thoughtfully and systematically deciding what tasks to do in what timeframe; (b) maintaining a steady, safe and comfortable pace of work; and (c) developing habits and approaches that lead to a comfortable pace of life (i.e., not rushing, being late or missing deadlines).
Industry Knowledge	Understanding the context for your work, including industry trends, technology, planning and management issues, staffing and financial issues and other aspects of the industry. Understanding that having experience in many different aspects of the industry helps people to build successful careers.
Web Development	Developing, maintaining and updating websites using a variety of tools and techniques.
Writing	Using effective writing, editing and visual presentation skills to communicate with various audiences in the workplace.

Student Skills Assessment Rubric

Skills	Level 1 Developing	Level 2 Competent	Level 3 Proficient	Level 4 Advanced	Skill Level (0-4)
Collaboration and Teamwork	Comfortable working with friends or like-minded individuals from similar backgrounds. Has difficult time negotiating conflicts.	Works well as a team member when roles and goals are clearly defined. Sometimes able to negotiate conflict to achieve an intended result.	Builds effective collaborative working relationships with colleagues and customers; works collaboratively with individuals representing diverse cultures, ethnicities, ages, gender, religions, lifestyles, and viewpoints. Contributes appropriately to team efforts and manages conflict. Uses technology to support collaboration.	Models behaviors, including sensitivity to cultural, generational and personality differences that promote collaboration and working productively as a team. Negotiates and manages conflict to achieve an intended result.	
Initiative and Self-Direction	Completes assigned tasks with normal supervision if familiar but requires constant supervision to complete unfamiliar tasks.	Completes assigned tasks without constant supervision if familiar with task and begins to self-monitor progress.	Routinely displays initiative is and is able to work independently as needed to complete assigned tasks, looks for the means to solve problems and learns from mistakes. Keeps supervisor informed of progress and seeks information about related career options and postsecondary training.	Actively seeks out new knowledge and skills; uses knowledge of self-motivation and self-regulation in completing assigned tasks and monitors own learning needs.	
Communication	Speaks in familiar vernacular regardless of audience or purpose, assumes understanding when listening.	Learning to adjust speech based on audience, setting and the purpose of communication. Sometimes checks understanding by	Comprehends verbal, written, and visual information and instructions; listens effectively; observes non-verbal communication; articulates and presents ideas and information	Helps others attend to differences in audience, purpose and setting, including cultural differences, to create opportunities to improve communication. Seeks to	

		asking questions when listening.	clearly and effectively both verbally and in written form. Uses technology appropriately for communication.	clarify and share information with peers.	
Leadership and ethics	Dresses and acts "professional" based on experience. May not take responsibility for mistakes or misconduct. Completes assigned tasks when the task is familiar and without unexpected obstacles. Has difficulty accepting constructive criticism.	Shows a beginning awareness of the importance of managing time and persisting in the face of obstacles to complete tasks. Accepts constructive criticism. Makes visible efforts to imitate professional etiquette, standards and ethical behavior. Does not consistently shirk responsibility for mistakes or misconduct.	Demonstrates integrity, ethical behavior and is punctual. Routinely uses time-management skills to overcome obstacles and complete assigned tasks on time and to agreed-upon standards; acknowledges mistakes and accepts responsibility for actions. Requests feedback on performance.	Is able to articulate and model the fundamental importance of standards and ethics and acts responsibly with others in mind. Helps co-workers manage time and overcome obstacles and helps create shared sense of accountability among co-workers to supervisors and customers for delivering work on time and to agreed-upon standards.	
Creativity and innovation	Approaches tasks in familiar ways, tends to be stuck repeating familiar ways even when they are not productive.	Occasionally will offer an idea about different ways to do something and will try a different approach when things do not turn out as expected.	Demonstrates originality and inventiveness in work. Regularly looks for ways to be more efficient or productive in assigned tasks	Regularly looks for ways to improve products or services and communicates new ideas to others; inspires, and encourages others to look for ways to be more efficient or productive in assigned tasks.	
Quantitative Reasoning	Has difficulty performing basic mathematical computations and is unable to determine appropriate mathematical calculations to solve a problem.	Performs basic mathematical computations and sometime able to determine appropriate basic mathematical calculations needed to solve a problem.	Performs basic mathematical computations quickly and accurately; understands how to use math and/or data to develop possible solutions to solve problems	Uses advanced math and quantitative reasoning to describe, analyze, and solve problems.	
Critical thinking and Problem	Accepts information given without questioning sources and occasionally relies on experiences to solve problems.	Sometimes questions sources or reasoning behind a claim when encouraged. Occasionally uses reasoning	Consistently exercises sound reasoning and analytical thinking. Makes judgments based on evidence and previous findings and uses	Able to explain perspectives based on evidence and previous findings and demonstrate to others how to evaluate the quality of sources and reason from evidence in	

		and evidence in problem-solving situations.	knowledge, facts, and data to solve problems.	both familiar and novel problem-solving situations.	
Technology	Uses familiar technologies in familiar ways. Little interest in learning new uses of familiar or new technologies.	Sometimes willing and able to learn new uses of familiar and new technologies and shows interest in learning how to determine what is most appropriate.	Routinely uses and learns new uses of familiar and new technologies. Selects and uses the most appropriate technology for a particular use. Applies technology skills to problem solving and is able to quickly access information from reliable sources online.	Teaches others how to use technologies and explains to others the criteria for judging the appropriateness of particular technologies for specific tasks.	
Information Management	Able to access information from familiar sources. Has difficulty organizing or evaluating information accessed.	Shows interest in learning how to access information from unfamiliar sources and sometimes uses provided criteria to evaluate and organize information.	Open to learning new technology. Able to apply information gathering skills to locate, understand, and organize information. Evaluates information for quality of content, validity, credibility, and relevance.	Frequently called on to assist or explain to others how to locate, understand, organize and/or evaluate the quality and relevance of information from multiple sources and references sources of information appropriately.	
Workplace Context and Culture	Responds to familiar people and situations and seldom asks questions about workplace practices or career pathways. Comfortable switching among familiar behaviors or roles but uncomfortable with unfamiliar changes in the environment.	Makes an effort to adapt to the unfamiliar changes in the environment and to understand the workplace's culture. Follows safety procedures and occasionally asks questions about other workplace practices.	Understands the workplace's culture, etiquette, and practices; knows how to navigate the organization. Routinely asks about workplace practices and safety issues in addition to following safety procedures. Adapts to changes in the environment and is flexible in taking on different roles and responsibilities as required.	Notices changes in the environment that require adaptation or flexibility and helps others explore ways to adapt or be flexible to achieve an intended outcome. Understands how to build, utilize, and maintain a professional network of relationships; and understands the role such a network plays in personal and professional success.	

Proof of Insurance and Emergency Contact Form

<u>Insurance Information</u>

Please note the intern's health insurance coverage below:

Name of Insurance Plan: _____

Insurance Card ID/Policy # _____

Expiration Date:_____

Please attach photocopy proof of insurance.

<u>Emergency Contact Information</u>

Please provide the name, address, and telephone number of two persons who may be contacted in the event of an emergency:

Name and Relationship: _____

Street Address:_____

_____

Telephone: _____Cell: _____

E-mail: _____

Name and Relationship: _____

Street Address:_____

_____

Telephone: _____Cell: _____

E-mail: _____

Monthly Travel Log

Name _____ **Month** _____ **Year** _____

DATE	FROM	TO	PURPOSE OF TRAVEL	CONTACT PERSON	MILEAGE

Submit this form monthly to the designated LEA official.

Record of Supervising Teacher Site Visits

(Teaching and Training)
(Early Childhood Education)

Intern_____ Internship Supervisor_____

The Internship Supervising Teacher will visit the intern at the Education and Training Internship site at least twice a month. The following document is designed for the Supervising Teacher to use in recording site visits. The following "Activity Codes" are suggested for a quick reference of the activities observed during the visit.

Activity Code	Purpose of Visit
I	Observing Intern
L	Observing Learners
A	Aide Activity (Stapling, Grading, etc.)
R	Preparing Instructional Resources/Bulletin Boards
W	Working with Learners
TS	Teaching Small Group
TL	Teaching Large Group/Class
SG	Supervising Small Group
SLG	Supervising Large Group/Class
O	Other:

Date	Code	Comments

Student Skills Assessment Rubric

Skill	YES (✔)	NO (✔)	N/A (✔)	If NO, please provide an explanation.
Communication				
Follows instruction				
Understands written instructions				
Able to communicate verbally to be understood				
Able to communicate to be understood through writing				
Asks questions				
Creativity and Problem Solving				
Able to recognize problems when they arise				
Uses available resources to solve problems				
Seeks supervisory help when appropriate				
Looks for ways to be more efficient or productive				
Attitude and Teamwork				
Works well with others				
Is enthusiastic about work				
Accepts suggestions/criticisms				
Demonstrates good customer service skills				
Is courteous and friendly				
Controls emotions				

Skill	YES (✓)	NO (✓)	N/A (✓)	If NO, please provide an explanation.
Technology				
Is the student able to operate equipment necessary to fulfill their job responsibilities?				
Is the student able to determine the most appropriate technology for a particular use without being told?				
Does the student demonstrate industry-specific technical skills				
Mathematical Concepts				
Selects and applies relevant mathematical concepts to solve problems and perform expected tasks				
Accurately performs basic mathematical computations quickly				
At the time of this evaluation, would you consider this student to be employable?				
Locating and Using Information				
Able to locate information related to job				
Understands how to use job-related information				
Able to identify the next step in a process				
Reads and comprehends graphical materials to solve work-related problems				
Initiative and Self-Direction				
Reports to work when scheduled				
Arrives to work on time				
Arranges for lateness or time off in advance				
Takes initiative to fulfill job responsibilities				

Skill	YES (✓)	NO (✓)	N/A (✓)	If NO, please provide an explanation.
Demonstrate interest in their work				
Manages time effectively				
Dresses appropriately for work				
Produces work that is accurate and neat				
Shows thoroughness in work				
Works independently when necessary				
Is able to prioritize work				
Meets deadlines				
Adapts well to change				
Is flexible in taking on different roles and responsibilities				