



Educator Guide for Facilitating Internships

An internship experience places a student in a real workplace setting to develop and apply classroom knowledge and skills to a career field aligned with the learner's interests, abilities, and career goals. Internships may be paid or unpaid experiences linked to classroom learning while allowing for structured reflection. The internship experience contributes to the learner's career pathway by allowing them an opportunity to experience the workplace and begin to establish their own professional identity.

Benefits of an Internship Experience

- Offers hands-on experience by applying technical skills in a real-world setting
- Develops greater understanding of workplace etiquette, including effective communication, expectation management, and navigating professional environments
- Provides opportunities for networking and mentorship with industry professionals in a field of interest
- Enhances a learner's resume and college application
- Strengthens the learner's confidence in their abilities and helps guide decision-making for future career goals

Design and Initiate the Internship Program

Bring together stakeholders to develop the internship program (administration, district leaders, teachers, employer associations, etc.). Suggested topics for review:

- Determine the desired number of interns
- Differentiate and define paid vs unpaid internships
- Assign course credit and [Work-Based Learning Course Codes](#)
- Establish eligibility criteria that ensures opportunities for all students
- Clarify and setting employer expectations
- Identify the teacher of record
- Define expectations for students and their parent/guardian
- Review child labor laws, workplace safety protocols, and liability insurance considerations [MTSBA Liability and Insurance Guidelines](#)
- Gain necessary approval of Internship Program

Internship Implementation Timeline*

	Suggested Action
3-6 Months prior to beginning of internship	<ul style="list-style-type: none"> ● Students identify Career Pathway and complete Career Interest Inventory (MCIS) confirming alignment of Internship focus ● Employer Outreach ● Students register for internship along with other classes ● Match students with internship site and schedule meetings with employers ● Prepare students for introductory meeting with employer (resume, professional dress, interview skills) ● Determine teacher of record and Work-Based Learning Course Codes
1-2 Months Prior	<ul style="list-style-type: none"> ● Complete Training Agreement ● Teacher of record and student complete the Employability Skill Assessment to determine Training Plan learning objectives ● Acknowledge any employer's onboarding requirements ● Students send introductory emails to employers ● Share Training Plan document and learning objectives with employer ● Confirm that employer, teacher of record, parent/guardian, and student have completed required documents ● Ensure students have transportation and review logistics and schedules
1 - 2 Weeks Prior	<ul style="list-style-type: none"> ● Send reminder emails to employer, teacher, student, and parent/guardian ● Schedule first day of Internship, first check-in, and follow-up dates with employer ● Review that Training Agreement and Training Plan documents are complete ● Conduct internship orientation sessions with students to review all necessary documents to award credit
During	<ul style="list-style-type: none"> ● Check-in with employer during the first week to ensure interns are off to a good start ● Teacher of record conducts quarterly check-ins with employers to review the Training Plan ● Teacher of record: collect Timesheet, review and update students on progress towards the learning objectives ● Maintain records for credit/grade
End of Internship	<ul style="list-style-type: none"> ● Distribute the following: Intern Survey, Intern Reflection, and Employer Survey ● Student and teacher of record complete and send thank you notes to employer ● Students demonstrate what they have learned ● Students update their resumes
1 Week After	<ul style="list-style-type: none"> ● Analyze Intern Survey, Intern Reflection, and Employer Survey to inform future internship experiences

Internship Documents

- [MTSBA Work-Based Learning Policy Manual](#) - Assists school districts in implementation of WBL programs
- [MTSBA Liability and Insurance Guidelines](#) - Provides guidance on assisting school districts in determining appropriate insurance coverage
- [Work-Based Learning Course Codes](#) - Montana Office of Public Instruction WBL course codes are a subset of NCES (National Center for Education Statistics) standard codes, and the document provides a description for each course
- [Employability Skill Assessment](#) - At the beginning of the internship, this document assists the teacher in self-assessing student's skill level to set a baseline score, provide constructive feedback, and create the learning objectives
- [Training Agreement](#) - Sets forth the internship requirements and rules between the school district, employer, teacher, student, and parent/guardian
- [Training Plan](#) - Agreed upon learning objectives between the employer, teacher, and student
- [Timesheet](#) - May be utilized as documentation of hours worked at the internship site
- [Intern Reflection](#) - Student completes at end of internship to reflect on experiences and assist in future career path planning
- [Intern Survey](#) - Student completes at the end of the internship. The teacher and school may utilize this document to inform WBL experiences
- [Employer Survey](#) - Employer completes at the end of the internship. The teacher and school may utilize this document to inform future WBL experiences