

BIG PICTURE LEARNING

INDICATORS OF A HIGH-QUALITY BIG PICTURE INTERNSHIP SYSTEM

Overview: Big Picture Learning’s mission is to activate the potential of Schools, Systems and Education through student driven real world learning. In this effort, internships play a seminal role to students learning in the real world. As early as 9th grade, students are appropriately prepared and systemically encouraged and supported to pursue their passions. Students will be matched with industry leaders and engaged in learning that cultivates academic, industry and social emotional growth. Advisors and mentors will facilitate the learning process while students will be in the driver seat. Student work should be anchored in student passions/interests, strive for multiple competencies while adding value by solving problems and giving back to the internship site. Please use the indicators and descriptors below to review/generate/reflect upon the school’s design and design process.

It is important to note that while the four indicators listed below are essential to high quality internship systems, the descriptors might show up in different ways and at different times in the development of a school. We do not expect to see evidence of all descriptors on any given observation as some may occur outside of internships, some can only be observed over time, and many can only be surfaced through dialogue.

Possible uses of this tool include:

- *Coaching Conversations:* The coach and principal review the indicators and descriptors to generate and reflect upon the school design highlighting high-priority descriptors according to the school’s vision.
- *Design Team Planning:* “Pressure test” the school design against the indicators and descriptors below noting areas of alignment, potential blind spots, and ideas for consideration.

INDICATOR #1: Relevance / Interest	Coach’s Notes:
<p>Descriptors</p> <ul style="list-style-type: none"> • Internship Work and Projects Connect to Students’ Goals for Learning <ul style="list-style-type: none"> ○ LTI work is represented in students’ ILPs ○ Student voice is involved in internship work and projects. • Internships Connect to Students’ Passions and Interests <ul style="list-style-type: none"> ○ Student have voice and choice in selection of their internships. • Sustained Student Engagement <ul style="list-style-type: none"> ○ Students are deeply engaged in the internship, and that engagement is sustained over the duration of the internship. ○ Internships expand and deepen students’ curiosity and desire to pursue future learning. 	<p>ILP: Not using Learning Plan to be used this year</p> <ul style="list-style-type: none"> • Everything from grades, projects, community service, all student learning, testing scores assessment results, interest inventories • ILP needs to be a living document • Staff PD: ILP training • Sustained Engagement: Commitment, Curiosity is an area of growth, felt like check in the box <ul style="list-style-type: none"> ○ Connected to clarity, support and development of learning experiences ○ Students reflecting teacher commitment, Advisors had so much, how do we keep them engage ○ Expectations of Quantitative KPI’s (ImBlaze: managing and attendance) • Manual Packet currently being used
INDICATOR #2: Project Work & Learning	Coach’s Notes
<p>DESCRIPTORS</p> <ul style="list-style-type: none"> • Internship projects are led by students. <ul style="list-style-type: none"> ○ Students demonstrate agency in the development and completion of projects. • Internship projects are authentic in that they address a real problem and produce value for an audience/client. <ul style="list-style-type: none"> ○ Students see value in their work because they are contributing to solving real world problems. 	<p>Projects: Student Driven, but students don’t understand the point or value of them comprehensively.</p> <p>Kind of come up with something that his beneficial but not deep in learning.</p>

<ul style="list-style-type: none"> ● Internship projects challenge students and address goals for learning and growth <ul style="list-style-type: none"> ○ Every project is catered towards students strengths and challenged appropriately to cultivate growth. ● Internship projects are aligned with academic learning and students' work requires the application of one or more disciplines. <ul style="list-style-type: none"> ○ Students are driving the Learning goals of their project while focusing on depth over breadth ● Internship projects address one or more social-emotional & industry (CTE) competencies. <ul style="list-style-type: none"> ○ Student, advisor and mentors meet to identify appropriate competencies for project/learning. 	<p>Passion Projects that were more contributory. 9th grade: Rubric, well developed Internships not quite as consistent</p> <p>Solving real problems</p> <p>Academic, Industry and SEL Skills:</p> <ul style="list-style-type: none"> ● SEL has been a seperate piece ● Industry have not done yet
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INDICATOR #3: Environment and Communication	Coach's Notes
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<p>DESCRIPTORS</p> <ul style="list-style-type: none"> ● Internships provide an environment that exemplify high professional standards. <ul style="list-style-type: none"> ○ Students are held to real world standards with their work and projects ○ Mentors engage students in respectful, adult dialogue. ● Internship sites provide a safe and secure environment for learning and work. ● Internships provide students with opportunities to work with expert practitioners. <ul style="list-style-type: none"> ○ Internships provide students with opportunities for frequent communication with adults, clients, and co-workers. ● There is frequent communication between students and mentors. ● There are monthly face-to-face meetings between students, advisors, and mentors. ● The internship experience and project are well documented and assessed. 	<p>In the past, students are doing easy, low level tasks.</p> <p>Mentors needs to be clear</p> <p>Wonderment around average number of site visits per week expected of advisors</p> <ul style="list-style-type: none"> ● 4/week ● Advisors schedule kids at beginning of month and have standing vists <ul style="list-style-type: none"> ○ Ex...very first wed visit Kevin, Latonya, tony, and catherine
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INDICATOR #4: Relationships and Connections	Coach's Notes
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<p>DESCRIPTORS</p> <ul style="list-style-type: none"> ● Internship mentors set aside ample time to work with and coach students. <ul style="list-style-type: none"> ○ Students and mentors have established 1 on 1 meetings ○ There are clear objectives for 1 on 1 meetings ● Internship mentors and students demonstrate a trusting relationship. <ul style="list-style-type: none"> ○ Mentors and students interactions are respectful, endearing and show bidirectional admiration. ● Internship mentors demonstrate genuine interest in students and their learning. <ul style="list-style-type: none"> ○ Mentors are enthusiastic and invested in seeing student learning, growing and progressing on their project. ● Internship mentors demonstrate knowledge of the students' personal background and career aspirations. ● Internship mentors demonstrates knowledge and understanding of the students' strengths and weaknesses. 	
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