

Inspiring through Internships

Mentor Interviews & Workplace Brochures

Career Aspirational Practices at Flushing International High School

Based on the work of Rebecca Whitehill and the
Flushing International High School Community

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Career Competency Fellows: Sharing New York City's Promising Practices

In the 2015-16 academic year, the NYC Department of Education Office of Postsecondary Readiness partnered with Eskolta School Research and Design to launch the Career Competency Fellows. This program brought together a select group of 11 educators from schools exhibiting a promising approach to career development for all students. The Fellows—hailing from two middle schools, seven high schools, one transfer school, and one GED program—came together in a series of monthly sessions, during which they were exposed to career-readiness research from a variety of national sources, interacted with visiting researchers from the City University of New York (CUNY), Harvard University, and Jobs For the Future, and shared their own promising practices to develop insights, resources, and tools that can be used by others. This case study is based on the work of one Career Competency Fellow and her school-based colleagues. Any student names have been changed to protect privacy. The production of this document was made possible through the generous support of the Mayor's Fund to Advance New York City and the Center for Youth Employment.

2015–16 Fellows:

Kamille Acevedo Davis, Brooklyn Frontiers High School
Jessica Arkin, High School for Environmental Studies
Kathleen Kuntz, Thomas A. Edison Career and Technical Education High School
Vanessa Landberg, Abraham Lincoln High School
Claudia Mendez, The Urban Assembly School for Global Commerce
Kristen O'Brien, I.S. 126 Albert Shanker School for Visual and Performing Arts
Jermaine Peña, Pathways to Graduation Program
Johnny Ventura, Manhattan Comprehensive Day and Night High School
Tiffany Walton, Cornerstone Academy for Social Action Middle School
Rebecca Whitehill, Flushing International High School
Emily Wilson, Williamsburg High School for Architecture and Design


















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New York City College and Career Readiness Domains

Every New York City student must be equipped with the skills and knowledge necessary to pursue a sustainable career, whether that career begins immediately after high school graduation, further certification, or higher education. Career readiness is not to be confused with a vocational track or an alternative path for students who are not college ready. Rather, career readiness refers to the skills and knowledge that every student needs in order to pursue a meaningful and economically viable career as an adult. As the skills gap increases, work available for teens and young adults without a postsecondary education is at an all-time low, and young people are facing an economic crisis. By thoughtfully connecting education and the workplace, it is our schools' responsibility to arm students with the tools they need for better jobs, higher salaries, and postsecondary success.

The New York City Department of Education's Office of Postsecondary Readiness (OPSR) has developed a set of College and Career Readiness Domains in order to provide a roadmap for teachers, schools, and students to work towards college and career readiness at every level. Initially developed as a set of benchmarks for schools in the district, the domains were revised in 2016 by reviewing national frameworks on career-readiness and research on adolescent development and refining these with input from a range of national researchers and New York City-based practitioners. They identify four essential domains: Academic Skills, Academic and Personal Behaviors, Academic Programming, and College and Career Access. These domains contain a total of 17 career competencies (for further detail, see Appendix A).

Academic Skills	 Dialogue
	 Written Communication
	 Reasoning and Decision-Making
	 Problem-Solving
	 Use of Technology and Media
Academic and Personal Behaviors	 Mindsets for Perseverance
	 Management, Organization, and Work Habits
	 Communication and Collaboration
	 Creativity and Adaptability
Academic Programing	 Experiential Learning Opportunities
	 Career-Specific Knowledge and Skills
	 Rigorous Courses and Additional Credentials
	 Courses and Requirements for Postsecondary Readiness
College and Career Access	 Exploration to Understand Trends and Pathways to Success
	 Adult Networks
	 Transitions and Financial Planning
	 Getting In

Flushing International High School

Flushing International High School (FIHS) serves recent immigrants to the United States who are new learners of English. Students hail from more than 40 countries and speak more than 20 languages. The school aims to create an inclusive community in which each student is supported in learning to read, write, and communicate fluently in English, while also being provided with opportunities to maintain his or her native language.

Philosophy of Practice: Help students become career ready by overcoming a sense of isolation and building a sense of belongingness in professional workplaces.

To succeed in the workplace, young people must feel that they belong there.

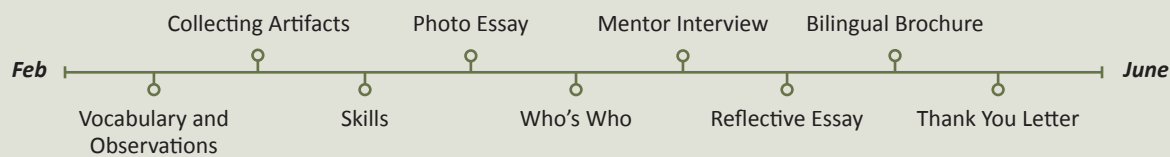
It is commonplace for FIHS students to have faced traumatic family separation and legal documentation issues. These challenges coupled with an inability to communicate fluently in English can result in feelings of alienation for students in their new communities. The school has addressed the need to establish a sense of belonging for its students by adopting outcomes-based grading and restorative justice practices, and by nurturing positivity and trust between teachers and their students.

Students are supported in establishing themselves as members of the larger New York City community through internships and

academic seminars required of every eleventh grader. All eleventh-graders gain hands-on work experience at an internship site under the guidance of a mentor, who plays a significant role in helping them acclimate to workplace culture.

The internship is complemented by a weekly academic seminar course, which provides a space for students to share their challenges and accomplishments. Seminar projects promote reflection and critical thinking, encouraging students to compare and analyze their experiences. The seminar consists of nine projects over the course of an academic term. This case study details one student's journey through two of those projects: *Mentor Interview* and *Bilingual Brochure*.

Internship Seminar Timeline



Meet Rebecca Whitehill, FIHS Internship Coordinator



Rebecca Whitehill is Flushing International's internship coordinator as well as the school's eleventh- and twelfth-grade art teacher. She has been coordinating the internship experience and teaching Academic Seminar since it began in 2007. Ms. Whitehill believes strongly in the school's focus on project-based learning and social justice. "I hated high school and was a horrific student and wish that I attended a school that supported hands-on learning."

"I always tell our students that there is so much about who they are and their immigration experiences that has already developed grit in them. Through our internship program, they actually leverage the strength they already have to develop important, specific career competencies such as collaboration, communication, and problem solving. The mentor interview and the native language brochure are successful internship projects because they both acknowledge the strength and experience that our students already bring to the table while simultaneously deepening important characteristics that are critical to the success of our students."

– Lara Evangelista
Principal, Flushing International High School

The Mentor Interview Project

A mentor interview is a guided project in which a student questions, records, and writes up learning from a workplace professional with whom they are working as an intern. This experience pushes students to engage with adult colleagues and to actively inquire into their professional role and path.

Purpose:

Various steps in the mentor interview project develop students' thinking and skills:

- Scheduling and conducting the interview develops students' verbal and written communication skills.
- Establishing relationships with mentors provides students with a network of professional adults beyond their teachers and parents.
- Finding connections between professionals' pathways and students' own journeys informs career planning and inspires perseverance.

Competencies Addressed:



Adult Networks: Students need to have an identified network of adults in high school, extracurricular activities, college, and the workplace who can help provide them guidance in their postsecondary journey.



Communication and Collaboration: Students need to work on teams toward a shared purpose. This requires acting with integrity and empathy, as well as the comfort and skill to interact effectively with diverse others.



Mindsets for Perseverance: Students need to learn from setbacks, believe that effort will pay off, and develop a sense of belonging and value for learning in order to develop the agency needed to persist in college and career.

Meet Gaby, FIHS student



Tip:

On choosing the right mentor for a student:

- Start by reaching out to people you know.
- Mentors need to have compassion and patience, and should model what it means to be a professional: “I knew Maria would push her, but in a warm and fuzzy way.”
- Provide mentors with guidance and tip sheets for working with young people.

Gaby is a junior in high school. She moved to New York from the Dominican Republic less than one year before starting at Flushing International in the ninth grade. She is a creative thinker and enjoys design but is also shy and hesitant to talk to adults.

Eager to challenge Gaby and connect her with a specific mentor, Ms. Whitehill encourages her to accept an internship at an architectural firm in Manhattan. Despite her reservations, Gaby accepts and is pushed outside her comfort zone, quite literally, as she has never before left her Queens neighborhood. Ms. Whitehill takes her on a test run in order to quell her nerves, and Gaby begins to commute on her own.

Back at school, Gaby is enrolled in the weekly Academic Seminar. Halfway through the semester, she is assigned to conduct an interview with Maria, her mentor and the office manager at the firm. Although at this point the two have been working together for two months, Gaby has not had an opportunity to speak to Maria about Maria’s journey or to ask her questions about how she could place herself on the path to becoming an architect. Gaby, intimidated by Maria’s seniority at the office, would prefer to interview an intern, insisting that Maria is “too busy and too important.” However, with some gentle nudging from Ms. Whitehill, Gaby agrees to ask Maria for an interview.

Components of a Mentor Interview

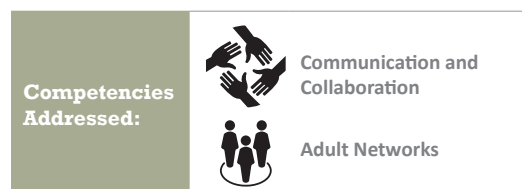


A mentor interview is a guided project in which a student questions, records, and writes up learning from a workplace professional with whom they are working as an intern. This experience pushes students to engage with adult colleagues and to actively inquire into their professional role and path.

1 Brainstorm questions. Make sure questions are appropriate and that some are open-ended.

Gaby asks Ms. Whitehill to look over her questions several times, unsure of whether her questions are “good enough.” Ms. Whitehill explains that this is a great opportunity to ask questions about Maria’s professional life and the path she has taken. She reminds Gaby to include questions about Maria’s education and training, the challenges and obstacles she may have faced, whether or not her career path went as planned, and whether and where she has ever had an internship. Ms. Whitehill says, “Think about what you want to know and what advice this person can give you to make your future dreams come true.”

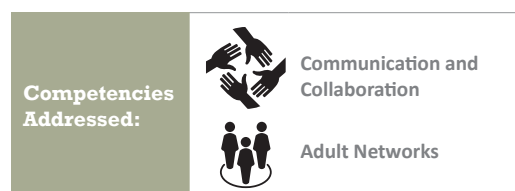
In crafting these questions to **communicate** with a workplace professional, Gaby realizes that Maria’s insights can inform her own plans, and that she is beginning to map out her path to her future career.



2 Schedule the interview in advance.

Gaby composes an e-mail to Maria in order to make an appointment, and is careful to write down the date and time of the interview so she does not forget.

Gaby gains practice in the fundamentals of **communication** in writing workplace e-mails, paying attention to formal components such as a concise subject line, a proper greeting, proper grammar, and a clear closing. This accomplishment makes her “feel professional,” as these essential skills will serve her in college and the workplace. The process also helps her understand that she is capable of beginning to connect with Maria, opening her eyes to how to develop **adult networks**.





See Appendix B for accompanying teaching guide.

3 Conduct the interview.

Gaby conducts her interview with Maria. She asks open-ended questions about Maria's professional pathways, and is surprised to discover that she and her mentor are from the same native country and have very similar immigration stories. Following Ms. Whitehill's advice, she lets the conversation take its course, attempting to ask follow-up questions as the opportunity arises. Gaby realizes that their families' expectations and values are also similar and that, like her, Maria was raised by her mother and grandmother. Maria mentions that she began by pursuing an entirely different career, and her path unexpectedly led to architecture.

Gaby has engaged in **communication in a professional context** for an extended period of time, which is a milestone. It is eye-opening for Gaby to see that someone who reminds her of herself is now a high-powered professional working at a Manhattan-based firm. Gaby is expanding her **adult network** not only through this particular connection with Maria, but also by becoming less intimidated by the thought of connecting with adults in general.



Competencies Addressed:		Communication and Collaboration
		Adult Networks

4 Write up the completed interview as a narrative.

Gaby writes up her interview as an essay and shares some excerpts with her Academic Seminar classmates: "One piece of advice Maria has given to me to be successful in my future is that I should never let nobody say to me that I can't do something. She has taught me never to let someone make me feel that I am worthless. Also, she has told me to trust in my abilities as a person because it is the essence to my future."

Gaby is able to express in writing the lessons she has learned from her conversation with Maria. Inspired by Maria's journey, she has gained confidence in her ability to communicate with professionals, to connect with them, and to imagine herself as a professional in the future. She has begun to feel that she belongs in the world of work.

See Appendix B for Mentor Interview Worksheet and Sample Write-Up.

Competencies Addressed:		Communication and Collaboration
		Mindsets for Perseverance

Tip:

On the interview write-up assignment:

- Rather than a simple Q&A, encourage students to use richer narrative-style write-ups such as essays or fairy-tale formats to inspire creativity and excitement.
- Use the write-up as a tool for college-essay preparation.
- Coordinate the assignment with other academic subject teachers in order to explicitly connect academics and the professional world.

The Bilingual Brochure Project

Designing a brochure for the real-life workplace where they engaged in internships enables students to authentically reflect on and describe learning from a career experience. The bilingual brochure asks students to do this while drawing upon their own first language, helping students who are still developing a sense of belonging in the professional work environment to actively connect their way of speaking with that of workplace professionals.

Purpose:

Presenting information in dual-language format strengthens workplace vocabulary and celebrates one's native language, framing it as a resource rather than a liability.

Using computer programs to create brochures familiarizes students with technology and builds upon their problem-solving skills.

Reflecting on strategies for communication and the benefits of bilingualism empowers students to find a greater sense of belonging.

Competencies Addressed:



Communication and Collaboration: Students need to work on teams toward a shared purpose. This requires acting with integrity and empathy, as well as the comfort and skill to interact effectively with diverse others.



Use of Technology and Media: Students need to develop facility with multiple forms of technology and media.



Engage in Experiential Learning Activities: Students need to become familiar with college and career workplaces through curricular and extracurricular opportunities to learn outside the classroom.

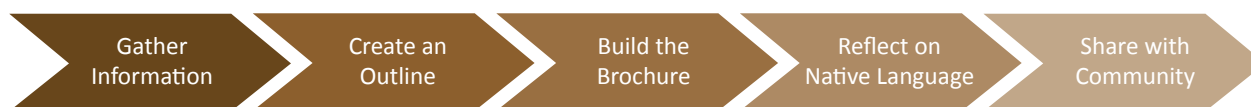
Gaby, FIHS student



Gaby is a junior in high school. She moved to New York from the Dominican Republic less than one year before starting at Flushing International in the ninth grade. She is a creative thinker and enjoys design but is also shy and hesitant to talk to adults.

Gaby's final Academic Seminar project is to create a bilingual brochure about her experience at her internship site. This is an opportunity to highlight her biggest takeaways, both in English and in Spanish, her native language. Staff at Flushing International recognize the immense sense of pride that comes from the sharing of native language assignments with families and friends, as well as the value of reflecting on and celebrating the strengths of bilingualism. At school, the brochures will be presented by eleventh-graders to students at every grade level from ninth to twelfth.

Components of a Bilingual Brochure



1 Gather information.

Gaby collects information about the history of the architecture firm where she has been placed for her internship. In doing this, she consults with Maria, her mentor at the architecture firm, in order to learn more about the history of the firm. Gaby arrives at answers that are meaningful to her, including who founded the firm, the types of clients it serves, and how it has grown and changed over the years. Gaby also must reflect on the skills she has acquired and the lessons she has learned. One piece of advice she decides to include is: “Always ask your mentor first if you have any questions!”

Gaby practices a new style of written English, and is able to convey her thoughts in a clear and concise way. In working with Maria to collect information, she now sees Maria as a colleague and a supervisor, rather than an unreachable ideal. This application of her skills in a work environment engages Gaby in **experiential learning** that connects her learning to the real world.

Competencies Addressed:



Communication and Collaboration



Experiential Learning Activities

2 Create an outline.

Gaby has an interest in design, but she is unfamiliar with the concept of a brochure and has never before used brochure-making computer software. She experiments with templates to contemplate the layout and color scheme, and considers what elements to include in order to make it interesting to others. She makes sure to include photos of the office and her co-workers, and highlights the lessons she has learned from her internship experience as a way to engage the reader. (For complete detail, see Appendix C: Bilingual Brochure Worksheet and Format.)

Gaby uses a computer program in a professional, rather than personal, context in order to create a brochure template. This practice builds not only her **technology** skills, but also her skills for **communication to a community**. Encouraged by Ms. Whitehill and by the idea that she will later have to present this to her entire school community, she does not get frustrated by the use of new technology, but rather takes time to experiment and create a project that she will be proud to share.

Competencies Addressed:



Use of Technology and Media



Communication and Collaboration

See Appendix E for accompanying teaching guide.

3 Build the brochure.

Gaby has chosen her layout and begins to create her brochure. As she finalizes the content, she begins to realize that she is an expert on her internship site. She understands a great deal about how the firm runs and the various roles her co-workers play.

Gaby is now comfortably able to use the computer keyboard to write in both English and Spanish. Her ability to translate workplace language, and her newfound expertise in her internship site, are reminders to Gaby of where she began her journey. She has learned that overcoming fears and challenges is an ingredient of, not an obstacle to, success.

Competencies
Addressed:



Use of Technology and
Media

4 Reflect on use of native language.

As Gaby translates her brochure into Spanish, she realizes that her professional Spanish is not as developed as she hoped and sets a goal to further develop her native language in addition to English.

When Gaby reflects on the benefits of being bilingual, she recognizes her achievement in translating a professional document, like a brochure, into Spanish. For the first time since arriving in New York, she sees her bilingualism as an asset to build upon for further growth. The **connection between her own life and the workplace** drives home Gaby's learning: bilingualism can be a key, not a barrier, to belonging.

Competencies
Addressed:



Experiential Learning
Activities

Tip:

You can create a brochure using Microsoft Word (Word Template – File – Project Gallery – Brochures), or you can use one of the many free sites that help make brochures, such as:

www.jukeboxprint.com/editor/brochure_creator.php

www.apple.com/mac/pages

5

Share learning with the school community.

At the end of the semester, Gaby shares her experiences at a school-wide internship exhibition. The gymnasium is set up science fair style, and Gaby and her fellow eleventh-graders display their work. Gaby includes the Mentor Interview, Bilingual Brochure, and other projects from Academic Seminar in her display.

Each grade arrives in shifts, walking around and asking questions. First come the twelfth-graders, who head straight for the interns at their prior year sites, eager to share their own knowledge and quiz the “novices” on their experiences and lessons. Next are the tenth-graders, nervous and excited for the challenges that lie ahead. Finally, the ninth-graders enter, shy, lacking confidence in their English-language skills, and reluctant to question the presenters. For them, internship experiences seem far away and unrelatable. Ms. Whitehill approaches a boy who speaks only Spanish and ushers him to Gaby’s table. Gaby proudly presents him with a brochure detailing her expertise on an architectural firm in Manhattan, and then flips it over, showing him the same words in his native Spanish.

**Competencies
Addressed:**








**Communication and
Collaboration**

Appendix A

College and Career Readiness Domains





Academic Skills:

This domain includes core areas of academic mastery to be prepared for college and career, defined by key components of the Common Core Learning Standards.

Academic Skills	 Dialogue	Students engage in frequent communication and dialogue with varied audiences.
	 Written Communication	Students develop clear and precise written work targeted to different audiences.
	 Reasoning and Decision-Making	Students need to make decisions by engaging in reasoning based on evidence.
	 Problem-Solving	Students need to identify and solve problems, both procedurally and conceptually.
	 Use of Technology and Media	Students develop facility with multiple forms of technology and media.

Academic and Personal Behaviors:

This domain includes habits, skills, and beliefs about learning that support academic and life success. Academic and Personal Behaviors include noncognitive, social-emotional qualities that support resiliency, creativity, and college/career persistence.

Academic and Personal Behaviors	 Mindsets for Perseverance	Students need to learn from setbacks, believe that effort will pay off, and develop a sense of belonging and value for learning in order to develop the agency needed to persist in college and career.
	 Management, Organization and Work Habits	Students need to learn how to plan, organize, and monitor with precision their own work, goals, and learning to succeed in college and career.
	 Communication and Collaboration	Students need to work on teams toward a shared purpose. This requires acting with integrity and empathy, as well as the comfort and skill to interact effectively with diverse others.
	 Creativity and Adaptability	Students need curiosity, self-regulatory skills, and social awareness. With these, they can better raise new questions, test new ideas, and change course in the face of new situations.

Academic Programming:

This domain describes course choices and performance goals that support academic readiness for college and career success. Students can prepare for college- and career-level work by passing rigorous courses and extended course sequences, and demonstrate academic readiness by earning performance scores and credentials beyond minimum graduation requirements.

Academic Programming



Engage in Experiential Learning Opportunities

Students become familiar with college and career workplaces through curricular and extracurricular opportunities to learn outside the classroom. Examples of work-based experiences include internships and job shadowing.

Students gain knowledge of **career-specific** concepts and skills from additional credits and extracurricular experiences.



Gain Career-Specific Knowledge and Skills

Students enroll in courses that explicitly tie the skills they are learning to future careers and allow them to learn about the skills and knowledge needed for those careers. Students engage in coursework and develop an understanding about how this coursework is directly applicable to specific career pathways that they may pursue with additional education. For example, *How is science used in healthcare and medicine? How do we use algebra in different jobs?*



Enroll in and Pass Rigorous Courses and Graduate with Additional Credentials

Students pass rigorous classes and related exams including Advanced Placement (AP), International Baccalaureate (IB), College Now or CUNY Early College, and/or NYCDOE-Certified College Preparatory Classes.

Students earn one or more advanced diploma designations. Examples include Advanced Regents Diploma, an Arts Endorsement, and/or Career and Technical Endorsement.







Take Courses and Meet Requirements for Postsecondary Readiness

Students earn a 75+ on the **ELA Regents**, 70+ on Common Core-aligned **Math Regents** (or 80+ for any Math Regents not Common Core aligned). Students complete course sequences including eight credits of **math**, including at least the following: Algebra, Geometry, and Algebra 2/Trigonometry; eight credits of **science**, including at least three of the following: Living Environment, Chemistry, Physics, Earth Science, or AP Science; and six credits of a **foreign language**.

College and Career Access:

This domain describes a set of activities that students need to complete to support academic transitions and to ultimately gain entry to a well-matched college/career training program.

College and Career Access	 Exploration to Understand Trends and Pathways to Success	Students and families need to understand the road map to higher education and careers and explore their options in order to set high expectations and work toward achieving them. Students and families need to know current career trends and pathways that they will prepare for in their future education and beyond. All students should graduate with a postsecondary plan.
	 Adult Networks	Students need to have an identified network of adults in high school, extracurricular activities, college, and the workplace who can help provide them guidance in their postsecondary journey.
	 Transitions and Financial Planning	Students and families need to understand the processes involved in financial planning for postsecondary education and the steps toward matriculation or transition into their postsecondary plan.
	 Getting In	Students need direct assistance in completing tasks required for entry to their next educational institution or career pathway, including financial guidance, letter writing, interviewing skills, and resume development. Students need specialized knowledge around how to prepare a resume, conduct a job interview, find financial support, and submit college applications.

Sources and Thought Partners

The Office of Postsecondary Readiness (OPSR) College and Career Readiness Domains were developed based on the following national frameworks and research:

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Development of the Office of Postsecondary Readiness College and Career Readiness Domains was also informed by interviews and group work with the following educators and researchers between January and May 2016:

Kamille Acevedo Davis, Brooklyn Frontiers High School

Jessica Arkin, High School for Environmental Studies

Tobie Baker-Wright, Jobs for the Future

Elisabeth Barnett, The Community College Research Center (CCRC), Teachers College

Clancy Blair, New York University

Janice Bloom, College Access Research and Action (CARA)

Chad Desharnais, Jobs for the Future

Sabrina Evans Ellis, Youth Development Institute

Suzanne Foran, Henkels & McCoy

George Gushue, Teachers College

Lesley Hirsch, NYC Labor Market Information Service, City University of New York

Melinda Karp, The Community College Research Center (CCRC), Teachers College

Megan Keenan, New York City Department of Youth and Community Development

Kathleen Kuntz, Thomas A. Edison Career and Technical Education High School

Vanessa Landberg, Abraham Lincoln High School

Anand Marri, Columbia University Teachers College

Claudia Mendez, The Urban Assembly School for Global Commerce

Lou Miceli, JobsFirst

Nancy Nager, Bank Street College

Kristen O'Brien, I.S. 126 Albert Shanker School for Visual and Performing Arts

Jermaine Peña, Pathways to Graduation Program

Jessica Pliska, The Opportunity Network

C. Cybele Raver, New York University

Robert Schwartz, Harvard Graduate School of Education

Lan To, Good Shepherd Services

Andrea Venezia, EdInsights

Johnny Ventura, Manhattan Comprehensive Day and Night High School

Tiffany Walton, Cornerstone Academy for Social Action Middle School

Rebecca Whitehill, Flushing International High School

Emily Wilson, Williamsburg High School for Architecture and Design

Appendix B

Mentor Interview Worksheet and Sample Write-Up
Flushing International High School

Name: _____

Date: _____

Bridges: Internship: Mentor Interview Assignment

Advisor: _____

**INTERNSHIP SEMINAR:
MENTOR / CO-WORKER INTERVIEW**

One of the most powerful ways to learn is through conversations with others. Your internship offers the opportunity for you to explore many aspects of the world of work with the people at your workplace. You can gather information about career possibilities that interest you and learn about ways to succeed in your future. Talking with successful people is one of the best ways to prepare for your own future and start making a plan for success. At the same time, you will practice and improve your English-language skills. This is very important no matter what you choose to do in life.

It is a good idea to ask questions of many individuals throughout your internship, but for this assignment, you should select one person. Choose someone whose interests or background are of particular interest to you. Think about what information will help you the most in terms of your own hopes and goals.

DIRECTIONS: *Follow the steps below to prepare for and complete your interview.*

- 1. Brainstorm with your group possible questions to ask in the interview.** Write these questions on chart paper. Write your favorite 5 questions from all of the groups below.

1. _____
2. _____
3. _____
4. _____
5. _____

- 2. When you go to internship, make an appointment in advance to meet with this person for twenty minutes to half an hour. Write down the time and date of your interview below and ask your advisor to sign this paper.**

My appointment is at _____ on _____ .
Time Date

Advisor signature: _____

- 3. Think about and write down additional questions you want to ask when you meet with the person.** Remember, this is a great opportunity to ask questions about your mentor/coworker's professional life and/or path they took to get to where they are. Make sure your questions include information about their education and training, the challenges and obstacles they may have faced, whether or not their career path went as planned, if/where they have ever had an internship. Think about what you want to know and what advice this person can give you to make your future dreams come true.

ON THE DAY OF THE INTERVIEW

- 4. Conduct your interview by asking your planned questions and writing down the answers you receive.** Keep in mind that it's okay to ask more questions than you had planned. Let the conversation take its course. If the person tells you something interesting, feel free to ask follow-up questions about it. Ask follow-up questions as you see fit.
- 5. Write up the completed interview as a narrative.**

Definition of narrative: nar-ra-tive / noun: a story that is told or written

Why do you think you need to write this as a narrative rather than just the "Question & Answer" format? Explain below.

HERE IS AN EXAMPLE OF HOW TO BEGIN YOUR NARRATIVE:

Sample Interview Write-up:

Interview with Dr. Sikh, Lenox Hill Hospital

I interviewed Dr. Izzy Sikh. He works as a pediatrician in Lenox Hill Hospital. He has been working as a doctor for fifteen years and likes it very much. He especially likes working with children because he is happy when he helps sick children feel better. The only part of his job that he dislikes is when a child is seriously ill or hurt and he can't help.

Dr. Sikh always dreamed of becoming a doctor. He said that he studied very hard for many, many hours in college and in medical school. He also told me that the hard work was worth it because his job offers him both satisfaction and financial security...

**Be sure to include the name and title of the person you interviewed in your narrative*

Appendix C

Bilingual Brochure Worksheet and Format
Flushing International High School

Name: _____

Date: _____

Bridges: Internship: Creating a Brochure

Advisor: _____

INTERNSHIP SEMINAR: CREATING A BILINGUAL BROCHURE

OVERVIEW: A brochure is an informative paper document that can be folded into a flyer, pamphlet or leaflet. Brochures are advertising pieces mainly used to introduce a company or organization and inform about products and/or services to a target audience. You will be creating a brochure all about your internship site in English AND your native language. This brochure will be shared with 9th, 10th, and 12th graders at our school.

PART ONE: Gathering Information

DIRECTIONS: Answer the following questions about your site and include any additional information that you think your community would want to know about your internship site. Remember you are an expert about your site. You can look over the assignments you have completed so far.

1. What kind of business or organization is your internship site? Describe the kind of work that is done there. Be as specific as possible in your description.

2. What is the mission of your internship site? Write this in your own words. You can ask your mentor if you need help.

3. Who started your internship site and why? How long has your internship site been open? How has it grown or changed since it started?

4. Who does your internship site serve? Give an example of how people have benefitted from this business or organization.

5. What are the three most important skills you learned at your internship site and how will each of these three skills help you in the future?

1.

2.

3.

6. What do you think your community needs to know about your internship site? Why?

PART TWO: Creating an Outline

DIRECTIONS: Look at information you gathered and start thinking about the best way to share this information. How can you make your brochure look interesting and how can you create something people will want to read? You must include pictures or images that will help teach people about your internship site.

FRONT COVER NAME OF SITE ADDRESS IMAGE	BACK COVER Any additional information that you think people NEED to know about your internship site. IMAGE	INFORMATION What kind of business or organization is your internship site? Describe the kind of work that is done. IMAGE
INFORMATION What is the mission of your internship site? Write this in your own words. Who started your internship site and why? How long has your internship site been open?	INFORMATION Who does your internship site serve? Give an example of how people have benefitted from this business or organization. IMAGE	INFORMATION What are the three most important things you learned at your internship site and how will these three things help you in the future?

PART THREE: Putting it all Together

DIRECTIONS: Look at your information and your outline and now it's time to build your brochure. Remember who your audience is and to double-check your facts. You want to make sure you are sharing accurate information about your internship site. Make sure it is visually interesting so people will WANT to read your brochure. Don't forget you are making this brochure in both your native language AND English.

You can create a brochure using Microsoft Word (Word template – File – Project Gallery - Brochures) or you can use pages or one of the many free sites that help make brochures such as:

http://www.jukeboxprint.com/editor/brochure_creator.php

<https://www.apple.com/mac/pages/>

REMEMBER TO BE CLEAR, CREATIVE AND INFORMATIVE.

PART FOUR: Reflecting on Native Language

DIRECTIONS: Now that you have completed your brochure, think about the process of creating a project in your native language. Answer the following reflective questions to help you better understand the importance, challenges and benefits of using your native language in the work you do.

- 1. Describe the process of creating a piece in your native language. How did you do it? What tools did you use?**
Describe how you accomplished this task, step by step.

- 2. What were the challenges of writing in your native language? What was easy for you to do?** Describe a time when being bilingual or multilingual was beneficial. Describe a time when your bilingualism or multilingualism was a challenge. Use examples from this project and from your experience both in and outside of school.

- 3. How have your native language skills developed during this project? What did this project teach you about your native language skills? What other projects or experiences have helped you develop your native language?** Use specific examples from this project and from your real-world experiences.

- 4. What was the purpose behind this native language brochure? Why is this an important and worthwhile project? How can you use the skills involved in this project in the future?** Be specific in your response.

Appendix D

Mentor Interview Teaching Notes

Flushing International High School

Mentor Interview: Class One

Teaching Notes

1. Explain to students that the next assignment will be to interview their mentor or an influential co-worker. Lead the students in a Warm Up Activity: Lead a conversation about why we conduct interviews and explain to interns that open-ended questions are important because they allow people to answer more than just “Yes” or “No.” Give some examples for students and elicit one or two from students and chart them on the board. (Some examples of closed-ended are: *Do you like your job?* and, *Do you work hard?* Examples of open-ended questions are: *What do you enjoy about your job?* and, *What type of things inspire you to work hard at your job?*). Add that some questions are more appropriate than others to ask when interviewing someone you work with.
2. Students should now begin working in small groups of five/six students generating meaningful interview questions. Each group is given a piece of chart paper and markers to write at least 5 open-ended questions that would be good to ask a mentor and/or co-worker. Walk around and help students to brainstorm and give informal guidelines about what is appropriate. Give students 5-7 minutes to complete this task.
3. Post the chart paper and go over the questions with the class. Pass out the copies of “*Mentor/Co-Worker Interview*” assignment and have students complete the first part. Using the questions on the chart paper, each student should develop and/or choose a minimum of seven to ten specific questions relating to their chosen internship and interests to use in their interview. Interviews will be most effective if interns formulate questions that reflect their own genuine curiosity about careers and their internship site. Questions should include information about their mentor/coworker’s education and/or training, challenges and obstacles faced, inquiry about his/her career path and the directions their journey has taken, and if/where their mentor/coworker may have had an internship. Questions should be reviewed by the Internship Advisor before the interview takes place.
4. Go over homework assignment. Remind students that when they approach their mentors/co-workers about scheduling an interview, it will take roughly 20-30 minutes of time and each student should make that clear to their mentor.

Homework: Students need to discuss this assignment with his/her mentor/co-worker and make an appointment and write down the appointment time on “*Mentor/Co-Worker Interview*” handout for the Internship Advisor to see and sign.

*** Note:** The completed “*Mentor/Co-Worker Interview*” assignment (written as a narrative) will not be due for two weeks, allowing for thoughtful questions development as well as scheduling issues.

Materials Needed: Handout, copies of “*Mentor/Co-Worker Interview*” assignment, chart paper, markers

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Mentor Interview: Class Two**Teaching Notes**

1. Ask students to take out the “Mentor/Co-Worker Interview” handout, check it over, and sign the bottom confirming that the student has made an appointment with his/her mentor/co-worker.
2. Explain to the class what a narrative is and go over #4 and #5 on the “Mentor/Co-Worker Interview” handout. After reading the definition of the word narrative, have students answer the question below as to why they believe this needs to be written as a narrative rather than a Question & Answer report. Share out answers with the entire class and clarify any misunderstandings.
3. Read the example of the beginning narrative of Dr. Singh (or any other sample from a student in the past) aloud. Discuss how this sounds more like a story and less like a formal interview. Discuss that arriving at a career comes after a journey that involves learning and exploration and that many people have done many different things before working where they work now. Explain that each person’s choices and decisions create a unique path. Make clear that the answers to the questions should be written in a way to tell the story of mentor/coworker. This will help the readers understand the steps taken to get to where s/he is today. Doing this in this manner will prepare students to write their own personal narrative at the end of internship and for college applications and career cover letters.
4. Explain that good interviews don’t just happen, they are planned, structured and don’t waste time. Explain that it is not okay to ask questions about age, marital status, residency and salary and that this is an interview about the mentor/coworker’s professional path.
5. Remind students that the Mentor/Co-Worker Interview will be due at the beginning of the next class.

Homework: Students need to complete the interview and write up the answers in the form of a narrative.

* **Note:** The completed “Mentor/Co-Worker Interview” assignment (written as a narrative) will not be due for two weeks, allowing for thoughtful questions development as well as scheduling issues.

Materials Needed: Copies of “Mentor/Co-Worker Interview” handout (extras)

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Mentor Interview: Class Three**Teaching Notes**

1. Ask students to take out their completed “Mentor/Co-Worker Interview” narrative. In a roundtable, each student will individually introduce his/her mentor/coworker to the group.
2. Have students explain why they chose the individual they interviewed and provide important information that introduces this person. After that, have students ask each other questions to learn more about this person and their role at that site. Narratives do not have to be read but each student should get a turn. Encourage conversations and discussion. This activity usually takes the full hour.

Homework: none

Materials Needed: Copies of “Mentor/Co-Worker Interview” handout (extras)

Appendix E

Bilingual Brochure Teaching Notes
Flushing International High School

Creating a Bilingual Brochure: Class One

Teaching Notes

1. Explain to students that the next assignment will be to create a brochure about their internship site in both English and their native language.
2. Explain to the class what a brochure is and what they are used for. Ask students to think about where they might have seen a brochure before and what purpose it was serving.
3. Lead the students in a Warm Up Activity: Seat students in pairs and show each group a brochure made about our school's internship program and ask them to "dissect" what they see. Have students do a "pair share" and take notes about their observations. As a whole class allow pairs to share what they noticed and take notes on chart paper, then reflect with the class what was noted and why.
4. Help class to understand what a good brochure looks like and the importance of knowing your audience when creating a brochure.
5. Distribute the "Creating a Bilingual Brochure" handout to the class and go through the directions of parts #1 and #2

Homework: Students need to complete parts #1 and #2 in the "Creating a Bilingual Brochure" handout.

Materials Needed: Handout, copies of "Creating a Bilingual Brochure" assignment, chart paper, markers

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Creating a Bilingual Brochure: Class Two

Teaching Notes

1. Explain to class that it is time to actually make the brochure now. Students with complete "Creating a Bilingual Brochure" handout and they will create a Bilingual brochure.
2. Using the SmartBoard take students to one of the brochure-making sites and as a class create a brochure about a selected topic (such as school lunch). Show students the tools and help them problem solve.
3. Ask students to take out the "Creating a Bilingual Brochure" handout and go through the directions of parts #3 and #4. Remind students to be clear, thoughtful, and creative.

Homework: Complete Parts #3 of the "Creating a Bilingual Brochure" handout; then, finish creating a bilingual brochure. Lastly complete part #4, the written reflection. Remind students to be prepared to present their brochures at the internship exhibition to the ninth- and tenth-graders.

Materials Needed: Copies of "Creating a Bilingual Brochure" handout (extras), Laptop, SmartBoard

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