

Central Bucks HS South Community Internship Program



Community Internship Program Director:

Mr. Will Melvin

wmelvin@cbsd.org

267-893-3178

Office: C219A

CB South Community Internship Program Mission Statement

The purpose of the CB South Community Internship Program is to grow, foster, and empower the next generation of leaders and professionals in our community.

Students will participate in classroom instruction on leadership and professionalism, communication and emotional intelligence, and synthesis and digital literacy. They will also learn the core components of a digital career portfolio, including a cover letter and resume. Students will also find their own internship placement within the career pathway of their choosing. Here they will learn hands on career skills, receive professional mentorship from a leader in their field, and grow and foster the power skills they will need to succeed.

By leveraging the importance of leadership, emotional intelligence, and relationships, The CB South Community Internship's core goal is to continue creating an authentic, shared, and empowered learning experience for our students and our community.

CB South Community Internship Program Objectives

1. Learn what it takes to be successful in the 21st century work force
2. Research and learn about a career, about how a profession works, and about how to best prepare for the profession
3. Observe strong career work in action by developing community partnerships with internship mentors
4. Provide an authentic and hands-on learning experience for our students
5. Develop responsibility, professionalism, and leadership in our student leaders
6. Connect students, teachers, parents, and local community members

Instructional Units Overview

The Community Internship Program will have an instructional component to it. Students will meet in the instructor's classroom 1-2 days a week throughout the 18-week course. Each unit will provide opportunities for students to apply power skills—communication, professionalism, research, synthesis, digital literacy, among others—to the career path in which they are interning. They will also have opportunities to share their learning from their internship experience.

During that instructional period, students have the opportunity to engage in the following units of study:

Unit 1: Leadership and Professionalism. Students will learn about and examine different types of leadership and define effective traits of professionalism. Students will use this information to prepare themselves for their internship experience.

Unit 2: Research, Inform, and Evaluate. Students will explore the importance of research and evaluation, focusing on researching career-specific mentors, skills, and pathways. Students will also define an action research topic for their internship experience.

Unit 3: Communication and Emotional Intelligence. Students will learn the attributes of emotional intelligence and the ins and outs of effective written, verbal, and non-verbal communication. Students will connect professionalism and research to these skills and practice them through the lens of their specific career pathway.

Unit 4: Roles on a Team + Team Culture. Students will learn about the roles they can play on a team and self-reflect on their own skills and personality traits that would make them an effective team member. Students will also research organizations with terrific team culture and examine how that culture is created.

Unit 5: Digital Literacy. Students will explore their own digital footprint, the importance of digital citizenship, and the possible role of AI in their career pathway. Students will also learn about the tech tools at their disposal and use them to begin creating a digital portfolio for themselves as a way to document experiences and brand themselves.

Unit 6: Application Materials. Students will learn about resumes and cover letters, as well as spend time researching interview questions for their career field.

Unit 7: Synthesis. Students will dedicate their final days in class to building and completing their internship portfolio and developing a multimedia “pitch” for what they have learned through their internship experience. Students will apply all the skills learned in their time to these final days.

Students will also have the opportunity to develop meaningful and practical materials, which will serve as authentic assessments in the class, that will help them in their future career pathways:

The Observation Journal. This journal will be a log of the observations and work completed alongside the teacher mentor. Students will track the application of their instructional learning throughout their internship.

The Community Internship Portfolio. Students will compile documents and artifacts from their experiential internship and design a digital career portfolio. This document will serve as the beginning of a portfolio they can continue building throughout their future career experiences.

Community Internship Pitch. Students will develop a synthesized and argumentative sales pitch that sells the internship to the greater CBSD community; the pitch will use their own experiences plus the research, communication, and digital literacy skills learned throughout the semester

Experiential Internship Overview

The Community Internship's core component is the experiential internship. Students will find their own internship placement in the career field of their choosing. 2-3 days throughout the 18-week course, students will report to that internship location for observations, job shadow, and hands-on career work in that field. During this time at the internship location, students will be able to see their learning live in action, and they will be able to directly apply their learning with real leaders in their career field.

While the scope and sequence of the internship will vary based on the student and the internship mentor, here is a highlight of what students can expect:

Observing. Students will spend the early portions of their internship shadowing and observing. They will learn by watching, but they will also have the opportunity to study the power and career skills learned in class in action. Students will also be expected to be active and engaged during this time, helping and assisting the internship mentor when called upon to do so.

Applying. Depending on the career field in which the student is interning, students will be working hands-on in the internships, performing tasks that will provide them insights into their career and the realities and skills associated with it. They will also get to apply the power skills learned in class through these career-specific experiences. The lion's share of the internship will be learning by doing.

Connecting. Students will also have the opportunity to build relationships with their internship mentor and others working at the internship locations. Here, students will begin creating their own relationships to help them build their network.

During the internship, students will be expected to be professional and will be held to the highest standards of the district. They will provide the instructor at South with observational reports as proof of learning and attendance. Professionalism, responsibility, organization, leadership, and passion are the core character attributes of those students looking to be part of the Internship Program.

The internship is meant to be flexible and collaborative; however, these procedures are the baselines for the program.

1. Students must intern a minimum of two days a week. For the first 9 weeks, they'll be expected to intern 4.5 hours; for the final 9 weeks, they'll be expected to intern 6 hours. Students can intern more than these requirements.
2. Students work with their Internship Mentor to schedule the days they'll be interning. These days and times are shared with the Internship Director.
3. Students have the following checkpoints to ensure success at their internship:
 - a. Students keep their own timesheet that needs to be signed off by the Internship Mentor. This sheet is turned in each week to the Internship Director.
 - b. Students complete a reflection each time they intern. These journals are read and commented on by the Internship Director.
 - c. The Internship Director will schedule several site visits throughout the semester to see the students' progress.

Community Internship Program: Student Expectations

1. *Transportation.* Students are responsible for getting to and from their internship location safely and in their own vehicle. They are expected to drive safely, responsibly, and appropriately.
2. *Dress.* Professional and appropriate dress is required. Students are an intern for a business or an institution, and their dress should reflect the role they are inhabiting. Students should speak to their internship mentor for guidance on dress.
3. *Professionalism.* Behavior in the internship location should reflect the highest level of professionalism. This includes how students interact with their internship mentor and anyone who works at that location. Students are to behave in a kind, compassionate, and professional manner at all times.
4. *Phone.* Student phone must be off and away during your internship time. No social media, no pictures, no texting whatsoever. The only time a phone is appropriate is for documenting the experience via picture.
5. *Confidentiality.* Respect for privacy is of the utmost importance. Students are not to post any pictures or comments on social media. Any concern should be discussed with the internship mentor teacher and the Internship Director at CB South.
6. *Activity.* Students are to be attentive and active at their internship site. Each day will have a focus and a goal, and students are to ensure they regulate their time at the site.
7. *Attendance + Absence.* Student attendance is recorded via their daily reflective OneNote posts. Failure to post before 8pm will result in a possible class cut. If students are sick or know they will not be present for their internship, they are to email their internship mentor at the beginning of the day—no later than 7:25am. They are to include the Internship Director on the email. Students do not report to the internship location on snow days or scheduled off days for CBSD. Consult the calendar attached to this packet for internship dates. If a students' mentor is not present on the day of an internship visit, the student should follow the plan created with the mentor.
8. *Loss of Internship.* If the above rules are not followed, the student could be taken out of the Community Internship Program. If there are behavior problems reported by the Internship Mentor, the student could lose their internship.

Community Internship Program: Internship Mentor Expectations + Information

1. *Mentor.* One person should serve as the student's mentor for the duration of the internship. This person will be the point person for the student and the Internship Program Director.
2. *Job Shadow.* Provide an opportunity for students to see the career in action with job-specific skills; provide professional development opportunities—meetings, trainings, workshops—when available; be a resource for the students' questions and reflections on the job and its applications.
3. *Student Goals.* Students will develop goals for the semester (the form is in this packet) that need to be completed. Students will be asked to work with their internship mentor on developing these goals and plans to complete these goals.
4. *Student Projects.* Students will develop, alongside their internship mentor, projects for their internship. These projects can dovetail with their goals and may be completed in a week, a month, or a whole semester. These projects are meant for the students to "try on" the career-specific skills of the job. As there is not a "curriculum" for the internship, the mentor takes on the roles as the developer and overseer of these projects.
5. *Community Internship Instruction.* Weekly updates will be sent from the Internship Program to Director to the internship mentor updating them on the learning and instruction happening at CB South.
6. *Attendance + Absence.* Students will make a plan with their internship mentor in the event their mentor is not at the internship location on a given day. Periodically, the Internship Program Director may ask for student attendance verification.
7. *Internship Calendar.* Students will attend their internship sites on Tuesday, Thursday, or Friday in the first marking period; they will attend on Monday, Tuesday, Thursday, or Friday the next marking period. They must attend two days a week for a total of 4.5-6 hours a week.
8. *Site Visits.* The Internship Program Director will periodically visit the internship location to see the student working.
9. *Mentor Evaluations.* Mentors will complete two small evaluations of their intern based on professionalism, activity, and leadership.
10. *Clearances.* The internship mentor must have up to date clearances. See information on the next page.
11. *Behavior.* Internship mentors should report any issues with behavior directly to the Internship Program Director at CB South.

Community Internship Program: Required Clearances for Internship Mentors

PA Act 15 of 2015 requires volunteers to have clearances/background checks prior to volunteering in a public school. These clearances are valid for 60 months (5 years) from the date of the clearance.

The following are the required clearances for Internship Mentors:

1. [PA Criminal History Record Check](#) - Click “New Volunteer Record Check” and follow the prompts. Once the Control Number is available, click the Certification Form link to open, save, and print your **official** certificate. **Please note that you may use the “New Volunteer Record Check” so that no payment is required.**

Forward your results to Will Melvin (wmelvin@cbsd.org).

2. [PA Child Abuse History Certification](#) - Click "Create Individual Account" and follow prompts. Use your Keystone ID (which you create) to access your results. **Please note that you may use the volunteer link—no payment required.**

Forward your results to Will Melvin (wmelvin@cbsd.org).

3. [FBI Fingerprinting](#) (2 Options Available):
 - **Pennsylvania resident for the past 10 consecutive years: Not required to be fingerprinted. Complete the residency [Volunteer Affidavit](#).** Notary services are available at the CBSD Administration office free of charge if those services are needed. Click [HERE](#) for more information.
 - **Pennsylvania resident, but *NOT* for the past 10 consecutive years: Required to complete the fingerprinting clearance.** Click [FBI Fingerprinting](#), register and schedule your appointment through IdentoGo.

NOTE: The FBI Volunteer Fingerprinting Clearance is processed through the Department of Human Services (DHS) - enter Service Code **1KG6ZJ**. (Fingerprinting clearances obtained prior to the switch to DHS are still valid for 60 months from the date of the clearance).

Community Internship Program: Student Goal Sheet

First Marking Period (the same goal sheet will be used for the second marking period of the internship experience)

Internship goals are the big picture aims and ambitions for each marking period of the internship. Consider what job centric skills, experiences, observations, and activities you'd like to partake in, witness, and accomplish this marking period.

Goal 1	Specific: Write your goal in a clear, succinct, and concrete manner below.	Measurable: How will you know the goal is accomplished?	Achievable: Identify how you know the goal can get accomplished	Relevant: How does this goal relate to your career; why is it significant?	Time-bound: When will the goal be completed this marking period?
Goal 2	Specific: Write your goal in a clear, succinct, and concrete manner below.	Measurable: How will you know the goal is accomplished?	Achievable: Identify how you know the goal can get accomplished	Relevant: How does this goal relate to your career; why is it significant?	Time-bound: When will the goal be completed this marking period?
Goal 3	Specific: Write your goal in a clear, succinct, and concrete manner below.	Measurable: How will you know the goal is accomplished?	Achievable: Identify how you know the goal can get accomplished	Relevant: How does this goal relate to your career; why is it significant?	Time-bound: When will the goal be completed this marking period?

Community Internship Program: Student Project Sheet

First Marking Period (the same project sheet will be used for the second marking period of the internship experience)

Internship projects are the concrete activities, jobs, and tasks you will accomplish for your internship mentor and for your own experiential learning. They are to connect with your learning goals and are to be mapped out as either weekly, monthly, or semesterly projects. This means the student may work on them for a week, a series of weeks, a month, or the entire semester.

<i>Project Description:</i> Concretely describe the project.	<i>Goal Alignment:</i> Describe how to project aligns with your goals.	<i>Timeline:</i> Outline the schedule for the project; focus on whether the project is weekly, monthly, or semesterly.
<i>Project Description:</i> Concretely describe the project.	<i>Goal Alignment:</i> Describe how to project aligns with your goals.	<i>Timeline:</i> Outline the schedule for the project; focus on whether the project is weekly, monthly, or semesterly.
<i>Project Description:</i> Concretely describe the project.	<i>Goal Alignment:</i> Describe how to project aligns with your goals.	<i>Timeline:</i> Outline the schedule for the project; focus on whether the project is weekly, monthly, or semesterly.

Community Internship Program: Mentor Interview

The following document must be completed by the end of the first week of the Community Internship course.

How many years has your internship mentor been at this organization? In this career?	
What other positions has your inter ship mentor held in this organization? Have they worked for other organizations within this field?	
Where did your internship supervisor go to college? What other kinds of training have they had?	
What inspired your internship mentor to work in their chosen field?	
Who has been your internship mentor's biggest influence since they've been working in this field?	
What is your internship mentor's favorite part of working in this field?	
What is the <i>hardest</i> part of working in this field, according to your internship mentor?	
What is your internship mentor's first piece of advice to you about this career field?	

Community Internship Program: Internship Location Orientation

Student Intern: _____

Internship Mentor: _____

Internship Site: _____

Welcome and Introduction

☐ Company philosophy, goals, and purpose

Tour of Workplace

☐ General tour with a brief explanation of each area

☐ Introductions to co-workers

☐ Restrooms

☐ Where to store personal belongings

☐ Other _____

About the Company

☐ Discuss the company's organizational structure

☐ Review the type of business, products, services

☐ Overview of who the customers are

☐ Other _____

Department/Position

Specifics

☐ Explanation of work schedule

☐ Review of dress and conduct code

☐ Review of hours, breaks, and lunch policies

☐ Attendance requirements, including procedures

for when the mentor is not at work

☐ Relationship to working with other departments or
co-workers

Job Specifics

☐ How to use the phones, technology, + office equipment

☐ Supplies, paper, pens, etc.

☐ Other _____

Safety Training

☐ An overview of the company safety plan

☐ Special hazards

☐ Accident prevention

Community Internship Program: Internship Supervisor Evaluation

This form will be given to you electronically for ease of completion!

This form is meant to be completed by the student's direct Internship Supervisor. The purpose of the form is to evaluate the intern's performance each marking period; the evaluations and comments will lead to a grade for the student's Community Internship course. These evaluations are based on the Supervisor's observations of the intern's performance at the internship location.

The ratings from 1-5 are as follows:

5: A (exceeding expectations)

4: B (adequately meeting expectations)

3: C (inadequately meeting expectations at times)

2: D (not meeting expectations)

1: F (failing expectations)

While your comments are for the Community Internship Director, they can be shared with the student intern.

If you have questions about this form, please reach out to Will Melvin, the Community Internship Director: wmelvin@cbsd.org.

Category	Points (1-5)	Comments: Please comment on your rating by providing a small rationale or example in 2-3 sentences.
Goals and Projects: The student shared goal and project plans with the Supervisor and followed through on completion of said goals and projects throughout the marking period.		
Activity and Initiative: The student is active at the internship location, seeks out opportunities to participate and be involved, and finds ways to involve themselves at all times. The student takes charge of their own learning. They are on time and hit all appointments.		

Communication: Students' written, verbal, and non-verbal communication skills are professional, grammatically appropriate, and purposeful. Student communicates in a mature manner at all times.		
Professionalism and Responsibility: Students present themselves at all times in a professional manner and follow all the rules and regulations of the Internship Program and of the organization at which they are interning. They treat those around them with kindness and respect and can be counted on to hit deadlines and meet goals.		
Teamwork and Team Culture: The student works well with others and understands--and thrives in--the role they play on the team. They treat others with respect and honor the rules of the internship location. They seek out ways to learn from others and be part of the team at the internship location.		

Community Internship Mentor Agreement

1. *Mentor.* One person should serve as the student's mentor for the duration of the internship. This person will be the point person for the student and the Internship Program Director.
2. *Job Shadow.* Provide an opportunity for students to see the career in action with job-specific skills; provide professional development opportunities—meetings, trainings, workshops—when available; be a resource for the students' questions and reflections on the job and its applications.
3. *Student Goals.* Students will develop goals for the semester (the form is in this packet) that need to be completed. Students will be asked to work with their internship mentor on developing these goals and plans to complete these goals.
4. *Student Projects.* Students will develop, alongside their internship mentor, projects for their internship. These projects can dovetail with their goals and may be completed in a week, a month, or a whole semester. These projects are meant for the students to "try on" the career-specific skills of the job. As there is not "curriculum" for the internship, the mentor takes on the roles as the developer and overseer of these projects.
5. *Community Internship Instruction.* Weekly updates will be sent from the Internship Program to Director to the internship mentor updating them on the learning and instruction happening at CB South.
6. *Attendance + Absence.* Students will make a plan with their internship mentor in the event their mentor is not at the internship location on a given day. Periodically, the Internship Program Director may ask for student attendance verification.
7. *Internship Calendar.* Students will attend their internship sites on Tuesday, Thursday, or Friday in the first marking period; they will attend on Monday, Tuesday, Thursday, or Friday the next marking period. They must attend two days a week for a total of 4.5-6 hours a week.
8. *Site Visits.* The Internship Program Director will periodically visit the internship location to see the student working.
9. *Mentor Evaluations.* Mentors will complete two small evaluations of their intern based on professionalism, activity, and leadership.
10. *Clearances.* The internship mentor must have up to date clearances. See information on the next page.
11. *Behavior.* Internship mentors should report any issues with behavior directly to the Internship Program Director at CB South.
12. *Emergency.* In the event of an emergency, contact Will Melvin (267-893-3178) AND the CB South front office (267-893-3000).

Community Mentor Name: _____

Community Mentor Signature: _____

Community Internship Program: First Marking Period Calendar

This calendar lays out the first half of the program and is a sample. It lays out what is covered in our curriculum and the possible internship days.

Wednesday, January 29: Day 1

- Syllabus, introduction activities, and job shadow expectations

Thursday, January 30: Day 2

- Defining leadership traits through examples; continue reviewing job shadow expectations

Friday, January 31: Day 3

- Discussion of leadership in the workforce; *Habits of Highly Effective People*; continue reviewing job shadow expectations; time spent brainstorming for the personal career narrative

Monday, February 3: Day 4

- Defining and discussing professionalism and responsibility in the workplace; time spent working on personal career narrative

Tuesday, February 4: Day 5

- Day to work on and confer about the career personal narrative; final prep for job shadow

Wednesday, February 5: Day 6

- Defining a research problem or research question and evaluating credible sources; researching the exemplar leaders in student-specific career fields. Introduce the independent book project.

Thursday, February 6: Day 7

- INTERNSHIP DAY #1

Friday, February 7: Day 8

- INTERNSHIP DAY #2

Monday, February 10: Day 9

- Summarizing information from sources and drawing conclusions; researching the career, pathways to employment, and salary.

Tuesday, February 11: Day 10

- INTERNSHIP DAY #3

Wednesday, February 12: Day 11

- Action research problem assigned today; time to begin brainstorming

Thursday, February 13: Day 12

- INTERNSHIP DAY #4

Friday, February 14

- OFF

Monday, February 17

- OFF

Tuesday, February 18: Day 13

- INTERNSHIP DAY #5

Wednesday, February 19: Day 14

- Definition and attributes of emotional intelligence (self-awareness, self-management, social awareness, and relationship management)

Thursday, February 20: Day 15

- INTERNSHIP DAY #6

Friday, February 21: Day 16

- INTERNSHIP DAY #7

Monday, February 24: Day 17

- Written and verbal communication best practices (professionalism, clarity, succinctness, credibility, tone, audience, occasion); non-verbal communication (listening and hearing, facial expression, body language, posture)

Tuesday, February 25: Day 18

- INTERNSHIP DAY #8

Wednesday, February 26: Day 19

- Written and verbal communication best practices (professionalism, clarity, succinctness, credibility, tone, audience, occasion); non-verbal communication (listening and hearing, facial expression, body language, posture)

Thursday, February 27: Day 20

- INTERNSHIP DAY #9

Friday, February 28: Day 21

- INTERNSHIP DAY #10

Monday, March 3: Day 22

- Practice verbal, written, and non-verbal communication in role play scenarios and through their research presentation from Unit 2

Tuesday, March 4: Day 23

- INTERNSHIP DAY #11

Wednesday, March 5: Day 24

- Identification of different roles students may occupy in different parts of their life and their skills relating to those roles; listing and discussing the Belbin Team Roles (resource investigator, team worker, plant, coordinator, specialist, monitor evaluator, implementer, shaper, completer finisher)

Thursday, March 6: Day 25

- INTERNSHIP DAY #12

Friday, March 7: Day 26

- INTERNSHIP DAY #13

Monday, March 10: Day 27

- Team culture: how it's established (building trust, communicating, collaborating, belonging) and why it matters.

Tuesday, March 11: Day 28

- INTERNSHIP DAY #14

Wednesday, March 12: Day 29

- Your own personal digital footprint + digital citizenship + digital promotion; examining what a chosen career-path's digital footprint and digital expectations are (social media, skills, etc.)

Thursday, March 13: Day 30

- INTERNSHIP DAY #15

Friday, March 14: Day 31

- INTERNSHIP DAY #16

Monday, March 17: Day 32

- 21st century digital skills focus: how to effectively create content from a meeting, a presentation, etc. based on audience, occasion, and purpose within a given career field. Discussion of Canva

and WeVideo (or other video platforms). Time to research how a career-specific field uses 21st century digital tools.

Tuesday, March 18: Day 33

- INTERNSHIP DAY #17

Wednesday, March 19: Day 34

- Discussion of AI Ethics, direct introduction of the Internship Portfolio with a focus on applying the digital tools discussed. Long term assessments should be checked in on (Independent reading project; end of marking period internship self-reflection; action research project)

Thursday, March 20: Day 35

- INTERNSHIP DAY #18

Friday, March 21: Day 36

- INTERNSHIP DAY #19

Monday, March 24: Day 37

- Cover letter and resume discussion and examples; time to research career- specific examples.

Tuesday, March 25: Day 38

- INTERNSHIP DAY #20

Wednesday, March 26: Day 39

- Cover letter and resume discussion and examples; time to research career- specific examples.

Thursday, March 27: Day 40

- INTERNSHIP DAY #21

Friday, March 28: Day 41

- INTERNSHIP DAY #22

Monday, March 31: Day 42

- Interview preparation and mock interview; time to research career-specific examples.

Tuesday, April 1: Day 43

- INTERNSHIP DAY #23

Wednesday, April 2: Day 44

- Introduction to the skill of synthesis and putting together the Internship Portfolio + Internship Pitch

Thursday, April 3: Day 45

- INTERNSHIP DAY #24

Friday, April 4: Day 46 (This day is a CB South day because of the half day schedule in CBSD)

- Introduction to the skill of synthesis and putting together the Internship Portfolio + Internship Pitch