



Internship Field Manual

## 1.0 Roles Within the Internship Program

Most sections in this manual are separated into sub-sections titled “Interns” and “SACPs.” Headers are numbered by chapter, section and subsection for easy reference.

- 1.1 Interns:** This role describes the students participating in the Internship. Interns should read the Intern and Overview sections carefully. Refer to the SACPs (Samueli Academy Career Partners) sections as needed.
- 1.2 Samueli Academy Career Partners (SACPs):** This role describes the business or organization sponsoring the Internship, as well as individuals within the organizations supervising Internship activities. SACPs should read the SACP and Overview sections carefully. Refer to the Interns sections as needed.
- 1.3 Internship Coordinator:** This role describes Samueli Academy staff member coordinating the Internship program.

## 2.0 Expectations and Responsibilities

### 2.1 Samueli Academy Contact Information

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### 2.2 Intern Expectations and Responsibilities

- a) Always ask questions
- b) Be on site for the hours you are expected to Intern
- c) Check-in with your SACP when you arrive and leave
- d) Plan a small, challenging project with your SACP or Internship coordinator
- e) Follow the rules of your Internship site
- f) If you are late, or sick, call your SACP and ACADEMY Internship coordinator
- g) Leave messages if you call and get voicemail
- h) Your work performance will be assessed by your SACP in collaboration with your Internship coordinator
- i) Keep your SACP’s business card with you at all times
- j) ACADEMY representatives will make site visits

### 2.3 SACP Expectations and Responsibilities

- a) Provide a safe workplace environment
- b) Provide a supervision/management of the Intern’s activities
- c) Provide a single point of contact to communicate with Samueli Academy Work Based Learning Coordinator regarding Intern issues or concerns
- d) Complete SACP Internship Information Sheet, as well as the SACP Internship Evaluation Form
- e) Orient the Intern to the work environment and expectations
- f) Get to know your Intern
- g) Work with your Intern to plan a small but challenging project that helps your organization: samples of projects can be found in this manual in section 6.1.3
- h) Ideal Internship experiences should be meaningful and last a minimum of 45 hours
- i) Attend Intern Experience Presentation Session (IEPS) at the end of Internship. Most IEPS’s occur during the last week of Internship. If an IEPS can occur on-site, this should happen the last day of the Internship

## 3.0 Introduction

Interns and SACP's, you are participating in what Samueli Academy hopes will be a challenging and valuable learning experience.

### 3.1 Interns

Your experience in the professional world is beginning. Samueli Academy's mission is to prepare students for success in various careers and career environments. The Internship serves as an opportunity to gain real world experience in a professional setting. You will be learning by doing, with advice from an SACP and other Academy community advisors.

Refer to this field manual when you have questions such as:

- How should I prepare for my first day?
- What do I do when I am sick and cannot make it to my Internship?
- What assignments am I responsible for?
- Where can I get information about my workplace?

Your Internship is a great opportunity to explore your professional interest, discover areas for future study, and make connections (i.e. network). You will also be making important connections to your learning back at Samueli Academy.

Additionally, the goal of the Internship is to learn about careers, the world of work – and yourself! In any case, have fun, learn all that you can, and make your family at home and Samueli Academy proud.

### 3.2 SACP's

Thank you for agreeing to be an SACP for Samueli Academy. Most adults can identify a person who, at some time in their life, had a significant and positive impact on them. SACP's can be friends, relatives, co-workers, teachers, as well as historic or modern personalities. Most often, an SACP is a more experienced or older person who acts as a role model, guide or as a support. In business, SACP's assist with orientation, career advancement, problem solving, coaching, and support.

SACP's can help employees deal with the challenges associated with a successful, productive, and meaningful work-life. It is our hope that you, as an SACP, can assist your ACADEMY Intern in the same manner and facilitate their introduction into the professional world.

We know from our research that the Internship can be a very positive experience for you and your organization, both personally and in terms of return on investment. Research also indicates a modest return on investments from well-supported Interns.

(Source: "Learning and Earning: An Employer's look at School-to-Work Investments. Based on data gathered by field researchers working with eight U.S. employers offering student Internships, apprenticeship programs, or paid part-time employment. Along with AutoDesk, Inc., these firms included BellSoth, Charles Schwab, Crown Auto World, Eastman Kodak, McDonald's, Siemens, and Sutter Health)

## 4.0 Program Overview

Throughout the years, young people have worked side-by-side with accomplished adults in order to learn. Apprentices learned the specific skills of their SACPs by helping them on the job and progressively took on more responsibility as they gained additional skills and experiences. Modern Internships resemble apprenticeships, except in one crucial way; modern Internships are designed to teach young people general work skills, not the specific skills of their SACP. The focus on general work skills comes from the Secretary's Commission on Achieving Necessary Skills (SCANS) report that came out in the early 1990s. This report was commissioned by the Secretary of Labor to determine the skills our young people need to succeed in the world of work. The report listed five basic workplace competencies:

- **Resources:** Time, money, facilities, and people
- **Interpersonal:** Team work, teaching co-workers, client relationships, leadership, and negotiating
- **Information:** Gather, evaluate, organize, interpret, and use computers to process and share
- **Systems:** Understand complex relationships, monitors and corrects own work performance, and improves performance
- **Technology:** Selects, applies, and maintains appropriate technology tools

(Source: "What Work Requires of Schools: A SCANS Report for America 2000. The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, June 1991)

Samueli Academy's Internship program focuses on these competencies by pairing Interns with SACPs who can teach these general skills through work and assigned projects. Interns will be able to use these skills regardless of what career they choose.

### 4.1 Program Summary

- **Goals:**
  - Teach students workplace and academic skills through alignment of the classroom training and real world work experience.
  - Provide local organizations with a well-supported Intern who provides a meaningful contribution back to the SACP during the experience.
  - Promote students' personal growth through first-hand experience in a real world work place to better understand the options available to them as they continue their academic pursuits.
- **Structure:**
  - On site: Each student is paired with a caring and motivated SACP who understands and supports Samueli Academy core beliefs. The majority of the Intern's time should be allocated towards the completion of meaningful tasks aligned with the organization's objectives.
  - Off site: Two Intern assignments including: Reflection Paper, project presentation, and updated resume.
- **Pay:** The Internship can be paid or unpaid. This is at the SACP's discretion and will be agreed upon prior to start of Internship and submitted to the Internship coordinator. Donations are also accepted to the program for transportation and other expenses.
- **Schedule:** Minimum of 45 hours between June and July, at an agreed upon work schedule between the Intern and SACP and submitted to the Internship coordinator. Additional time may be requested by SACP and approved by Internship coordinator.
- **Transportation:** Provided either by the students own car, the OCTA, or guardian. If alternative transportation is needed, please notify Internship coordinator prior to start of Internship experience.
- **Insurance:** The Intern for unpaid Internships are covered through Samueli Academy's accident policy while on location with the SACP. If the position is paid, Intern will be covered through the SACP's liability and workers comp insurance.

- **Work Permit:** It is the Interns' responsibility to obtain and submit a "Statement of Intent to Employ a Minor and Request for a Work Permit-Certificate of Age" form. A work permit must be completed with signatures from the Intern, parent or guardian and SACP before the first day of the start of the Internship. Student should see the Internship Coordinator for paperwork. Every student, who is a minor, is required to have a work permit on file at Samueli Academy.

#### 4.1.2 Interns

A minimum of one successfully completed Internship, is required for graduation from Samueli Academy. See the Internship coordinator early in the second semester of your junior year before you are scheduled to go out so you can plan ahead. The Internship Coordinator will have Internship connections for you, however you are encouraged to seek and obtain your own Internship of your choosing which will still be required to be approved by the Internship Coordinator.

#### 4.1.3 SACPs

The structure is as follows:

- **Observation:** During the first few days, the Intern becomes familiar with the work environment and gets to know his/her SACP. Interns are expected to be good observers and to ask questions about mission, structure, and expectations. They should be listening and asking probing questions.
- **Reflection:** Interns should keep journals to assist them in the writing of their reflection paper due at the end of their Internship.
- **Documentation:** A project description should be outlined for the Intern by the SACP to be included in the reflection paper and approved by Samueli Academy Internship Coordinator.
- **Exhibition:** During the first semester of the following school year, Interns will present their IEPS to the school community and their SACPs.

### 4.2 Successfully Completing an Internship

#### 4.2.1 Interns

Complete the following criteria according to the details established by your advisory facilitator. You and your facilitator are responsible for these assignments, not your SACP. See Section 7 for specifics on assignments.

- Be on time and onsite for scheduled work periods
- Communicate clearly and ask for feedback
- Work with your SACP to contribute to the organization's success
- Write a project description
- Write a Reflection Paper
- Work, complete, and present your project
- Update your resume on your Portfolio, including details of your Internship experience.

#### 4.2.2 SACPs

Samueli Academy is focused on project-based learning and you are, in a sense, the Intern's project manager. Interns function best when treated like adult employees - with respect, freedom, and clear expectations. Try to get to know your Intern as a person and give him/her time and space to get acclimated to the new surroundings. When time permits, talk to your Intern about what you have learned in your current position and, more generally, about navigating the world of work. Beyond the project and tasks assigned, Interns have other school assignments (see Section 7) that are not your responsibility to manage or review. You are asked, however, to make yourself available for the Intern's SACP interview and to complete a performance review.

## **5.1 Program Overview**

### **5.1 Starting Your Internship**

#### **5.1.1 Interns**

- Dress business professional on your first day. Men should wear a shirt (tucked in) with a collar, nice shoes, no jeans, etc. Ladies should wear either nice slacks with a collared shirt, nice shoes or a dress or skirt combination, with nice shoes and nylons. You will have time to adjust to the dress code once you see the work culture on site.
- Get two business cards from your SACP. Give one to your parents and keep one with you so you can contact your SACP as needed.
- Schedule times to talk to your SACP about your project.
- Get set up in your workspace and familiarize yourself with the office technology.
- Request a quick tour and introduce yourself to coworkers.

#### **5.1.2 SACPs**

We encourage SACPs to build one-on-one relationships with their Interns. Interns often surprise their SACPs with their maturity and job performance when they are given responsibility with clear expectations, shown respect and, treated like young adults. Take the time to have lunch with your Intern and get to know them better. If you haven't already taken a tour of the school, ask your Intern to give you a tour, or call the school's main number to schedule one. The experience will help you relate to your Intern's educational experience and could prove valuable when brainstorming and discussing projects. Samueli Academy will provide you with an Orientation packet for the Internship with important information.

### **5.2 Workplace Behavior**

#### **5.2.1 Interns**

The workplace is very different from school, and yet similar to the process you have learned at Samueli Academy. Regardless if your Internship is paid or not, you are expected to behave in a professional manner at all times during your time with the SACP and company. Your SACP is able to terminate your Internship for any behavior that is unbecoming to the company or school. Your responsibility at the work site is to help the organization be successful. Along the way you are expected to learn, communicate, ask questions, be considerate of your co-workers, come to work on time, and have a positive attitude. Remember that successful completion of your Internship is a requirement for graduation from Samueli Academy.

#### **5.2.2 SACPs**

For many students, this will be their first workplace experience, beyond a one day job shadow. They may need your guidance in making the transition from school to work. Do not hesitate to communicate directly and openly with your Intern about behavior that is disruptive or counterproductive. Feel free to contact the school for support. The Internship Coordinator is always ready to talk with you and/or your Intern about any work performance issues.

### **5.3 Communication**

### **5.3.1 Interns**

You may be surprised at the level of continuous communication at the workplace: email, cell phones, meetings, hall discussions, lunch, meetings, etc. Keep your SACP's business card with you. If there is something you are unsure of and require assistance with, you can call, email, or ask for a meeting with your SACP.

### **5.3.2 SACPs**

Interns may not understand the importance of communicating at a level you take for granted, even though they have the skills. Make sure they know what is expected of them regarding timeliness, email dos and don'ts and use of company equipment. More importantly, explain why these procedures and standards exist.

## **5.4 Computer/ Internet/ Phone Use**

### **5.4.1 Interns**

A true story: One Intern (from High Tech High) at a downtown media production agency was put in charge of setting up a Yahoo email account for people to reply to a job posting. Easy stuff, or so he thought. As he was filling out the endless Yahoo forms online, he started getting bored and put inappropriate wording in one of the seemingly meaningless form fields. The job posting went up and many people applied. When the hiring process was complete his SACP asked the Intern to email the rest of the applicants a letter informing them the position was filled. The Intern sent out an email to scores of unemployed San Diego professionals. Within a few hours the Intern began receiving replies to the email asking why the email had come from the listing it had. Was this notification really from the company? The inappropriate wording was placed in the "From" listing of all the emails he sent out from the account. He didn't know what to do, but as it was the end of the day, he went home.

The next day the Intern told his Humanities class about his mistake. His teacher told him to leave class immediately and call his SACP. He did so, but his SACP was not in his office. His teacher told him to leave class again and call his SACP and leave a message explaining what had happened. He did. The next day his SACP called him into the office. He informed the Intern that his previous actions were not appropriate and that it made the company look bad. The SACP also stated that he was glad he had heard about it from the Intern first, instead of from his boss or from someone in the office, as he would have if the Intern had kept quiet. It showed the Intern was able to take responsibility for his actions. The Intern didn't get fired, but he did have to write a new email to all the applicants explaining what happened and apologizing for his mistake. What's the moral of this story? Assume that all you do electronically at work is visible to your boss and the world. Organizations own their technology, just as Samueli Academy has with your laptops over the course of your high school career. They also pay for its upkeep so it can be used to keep the organization running well. Because it is owned by them, they can legally monitor and record all employee surfing, emails, phone calls, server access, etc. Do not fool around on company computers, Internet connections, or phones. You'll have to use your judgment regarding inappropriate content and uses while at your Internship as there will most likely be less monitoring and blocks than on school computers, as well as less adult supervision and guidance.

If you need to check your personal email via the web, do it on breaks or at lunch. The same applies to office phones. If another employee is making personal calls on the phone or paying the bills online, it does not mean you should mirror this behavior. If you need to talk to friends or family, keep it brief and try to make all personal calls on breaks or at lunch. This is the same process you have learned at Samueli Academy, and are now able to apply these technology responsibilities in the workplace.

### **5.4.2 SACPs**

Explain your organization's policy on use of technology to your Intern. It would also be helpful to explain that Interns will be treated like any employee and expected to control their behavior and technology use. Interns know right from wrong with it comes to technology use. Some Interns might not be used to a lack of blocking software or adult supervision in the workplace.

All Interns will be used to ACADEMY's policies on computer use, which are more forceful than at most workplaces. We have full monitoring and logging of all Web and email use, as well as software blocks on inappropriate content. Food and beverages (other than water in a closed container) are not allowed near computers.

Interns may still need some additional guidance in appropriate use of technology.

## **5.5 Meetings**

### **5.5.1 Interns**

Ask if you can observe company meetings. Meetings are where a lot of decisions affecting your workplace are made, so it is good to attend if possible. Here are some guidelines to follow:

- Bring a notebook and pen
- Arrive 5 minutes early
- Introduce yourself to the meeting leaders and ask if you can observe (even if you already have permission from your SACP)
- Ask your SACP where you should sit
- Sit up straight
- Keep eye contact with whoever is speaking
- Listen carefully and ask your SACP at least one question pertaining to something the speaker said following the meeting

### **5.5.2 SACPs**

We encourage you to bring Interns to any meetings that are appropriate. Provide your Intern with your organization's meeting guidelines beforehand. Try to provide constructive feedback after the meeting. For example, SACPs have told stories of inviting an Intern to an important meeting only to have them fidget and look bored.

Please consider ways to express expectations in a firm but positive manner. Communicating respect and regard for others, while holding them accountable, can be an invaluable skill your Intern will learn from you.

## **5.6 Deadlines**

### **5.6.1 Interns**

Rules for following deadlines:

- Respect deadlines (that's why they are called "deadlines")
- Change a deadline with your SACP before you miss it.
- Allow plenty of time, more than you think you will need to complete a project. Most time estimates don't include factors such as other people, mistakes, equipment failure, testing, bug fixes, multiple drafts, etc.
- Your school assignment deadlines are not your SACP's deadlines. Give your SACP a few days lead time if you need to meet with him/ her. Plan more time than you think you will need for your project to be completed and tested.

### 5.6.2 Interns

- Treat your Intern like any other employee in terms of responsibility and communication. Realize that they may need additional clarification and feedback regarding the expectations of workplace communication and protocols. For example, an Intern may come to you and say that they need to do their SACP interview that day, and ask if you have the time. It is perfectly acceptable if you are busy to let them know that you do not have the time that that day and you need more than a few hours notice for an interview. They may miss their assignment, but learn a valuable lesson about work ethic in regards to time management. This is a skill that we assess students on daily.

### 5.6.3 Interns

Your Internship is just like being at school. If you leave campus for your Internship, but do not go without receiving approval for a day off from both school and your Internship, you are truant. This may lead to a suspension. If your SACP is not at work, and nobody else is taking his or her place, come back to school and stay until the end of the day. We can always work on your reflection pieces for your project and/or update your project components so that all benchmarks are met.

- Be on site a minimum of 45 hours
- Have no unexcused absences
- Follow ACADEMY rules for attendance, signing out, etc.
- Follow your organization's work policies.

### 5.6.4 SACPs

Treat Interns as you would any new employee

- Notify the school as soon as possible if Interns do not show up.
- Speak to the Intern and notify the school if Interns are consistently late or leave early.

## 5.7 Needing the Day Off

### 5.7.1 Interns

Both the Internship coordinator and your SACP must approve days off. Neither one can make the decision alone. This is because you are still an ACADEMY student, and your SACP relies on you to be there and to follow the company rules for days off. Therefore, follow these steps if you need a day off:

- Plan ahead
- Talk to your SACP and get a specific approval for any days off.
- Email Samueli Academy Internship Coordinator that you will not be at your Internship at least 48 hours before the day you requested off.

### 5.7.2 SACPs

Before giving a student the day off, please confirm that the student has emailed Samueli Academy Internship Coordinator at least 48 hours ahead of time.

If you cannot be on site, or have any other employee be on site to supervise your Intern, inform the student and Samueli Academy Internship Coordinator, as soon as possible.

## **5.8 Sick Days**

### **5.8.1 Interns**

If you are sick, let people know as soon as possible. Call and leave a message with your SACP and Samueli Academy front desk. (714) 619-0245. If you don't have your SACP's number, call the company's main number and leave a message. Try to check in with your SACP during the day to make sure he/she got the message.

### **5.8.2 SACPs**

Let Interns know the protocol at your organization for notification of illness. Inform Interns that they will be expected to act responsibly when calling in sick.

## **5.9 Mistakes**

### **5.9.1 Interns**

Everyone makes mistakes. How you handle the mistake is what is most important. First and foremost, immediately tell your SACP and take full responsibility. This is the most difficult part of making a mistake, to own up to it. Learn from your mistakes and try not to repeat them.

### **5.9.2 SACPs**

Everyone makes mistakes – even SACPs! Your Intern will not only be trying to learn from his/her mistakes, but also observing and learning from how you handle your mistakes and challenges.

## **5.10 Legal: Insurance and Intellectual Property**

### **5.10.1 Interns**

Anything you create belongs to the SACP you are Interning for. Businesses protect their interests by establishing an intellectual property policy. The privilege of working at your Intern workplace may be dependent upon your agreeing to abide by the SACP's intellectual property (IP) policy. The Intern for unpaid Internships are covered through Samueli Academy's accident policy while on location with the SACP. If the position is paid, Intern will be covered through the SACP's liability and workers comp insurance.

### **5.3.1 SACPs**

Interns understand that any intellectual property they create while on the Internship are the sole property of the SACP, unless otherwise agreed upon in writing. We have intellectual property forms if you want signatures from Interns. Interns will sign any required non-disclosure forms.

## 5.4 Off Site Breaks

### 5.4.1 Interns

Do not leave your SACP's building alone, or without permission and notification to your SACP or another adult. Let them know where you are going and when you will be back (you might even offer to get them something while you are out).

### 5.4.2 SACPs

Interns can go off site for coffee or small breaks as long as they are not alone, but we strongly suggest it be on site or very close by, and for a reasonable length of time. This is to ensure that they get the most of their experience while working with you or learning more about the workplace from you as you may accompany them on breaks.

## 5.5 Expectation Management

### 5.5.1 Interns

What does "Expectation Management" mean and why is it important to you? Expectation management is a major key to success in the working world. It means to literally manage one's own expectations, and to manage other people's expectations of you. For example: You are doing a project as an Intern, so people are expecting certain things from you at certain times. Manage this by writing up a project description. Unfortunately, many people set expectations for others that are very hard to meet. So, expectation management is really a way of helping you be more successful at work. The best part of expectation management is that you are in control of your own success.

## 6.1 The Experience

### 6.1 Overview

Every Intern develops a project, or series of smaller projects/tasks, that satisfies the following criteria:

- Is useful to the SACP and their organization
- Results in a polished and approved deliverable
- Takes about half of the Intern's time
- Is something the Intern is interested in
- Is academically rich and rigorous
- Results in visuals of its various drafts that are reviewed by the Intern and SACP. This can be screen shots of documents with editing marks or shots of different versions of a design or video. It can be pictures of sketches, or before and after shots.
- Finished products are presented to SACP or SACP's bosses

A word of advice to Interns and SACPs is to establish specific benchmarks for project/task completion which lead up to the project deadline. Often times, projects/tasks can take more time than we anticipate. It is easy to underestimate the amount of time it takes to test, proof, polish, and edit a project or presentation, particularly when working only a few hours a week. Be realistic about time constraints.

#### 6.1.1 Interns

Keep it simple and work with your SACP to design a project (or series of tasks) that is fun for

you and helps the organization. This will be something you are held responsible for and trusted to work on. Your challenge will be to motivate yourself, usually with no friends, facilitators, or parents to hassle you. This is both good, and as you may find, difficult. Above all, talk with your SACP and keep asking questions as they arise.

### **6.1.2 SACPs**

The most important part of a project (or series of tasks) is for the Intern to learn from the process of planning and working in groups. You are the project manager. Some projects are not successful. This is not always a bad thing, as the point is to learn by doing a project, not necessarily to do an amazingly successful project. If a project starts to fall apart, use it as a learning experience and discuss what is happening and why, then help the Intern redesign or change things to make it a success.

### **6.1.3 Examples of Successful Projects from High Tech High (ACADEMY examples will be available after the start-up year)**

- A 15-minute PowerPoint to the heads of your department or organization that reports on what the Intern was responsible for on their Internship. It could include pictures of the project draft process, project results and meeting reports regarding draft and presentation feedback. This would work for organizations that move fast and do not have one large project for the Intern to work on. At one start-up this included presenting work done on the creation and approval of a logo, fixing a server and providing general IT support.
- Design a building from the ground up. An Intern at an architectural firm designed a building for a vacant lot located near the company. Half of the time the student helped the modelers and performed office tasks. The other half of the time he was asked to research and design his own building on a vacant lot near the firm. This included site visits, demographic research, sketches, and learning CAD. The final design was presented to the organization's founders and a graphic was displayed in the lobby.
- Research report and presentation. This is a great project for a marketing department or the like. The Intern researches and compiles a report on a market. The findings are then presented in hardcopy to the SACP and organization.
- Intern is in charge of designing a logo from scratch, including sketches, three options for client review, and full production of the logo for different media. This is a great project idea that is deceptively small.

## **7.0 The Internship Assignments**

### **7.1 Intern Assignment Overview and Sequence**

Here are general examples of the two main assignments you will be responsible for as an Intern. The Internship Coordinator will review these and will either sign-off your Internship as "successfully completed" or not, as well as give you details and specific deadlines. The timing of these assignments is a very important and powerful tool for making Internships a rich and meaningful experience.

The following is the standard sequence of assignments. The first weeks are the most important for setting up the relationship and project.

- Early weeks: Internship description, with project details
- Throughout the experience: weekly journal reflections
- Final week: Formal thank you and Reflection of experience sent to SACP (and Internship Coordinator)
- Fall: Intern and SACP Recognition event (IEPS) to Academy student body and update resume (submitted to Internship Coordinator)

## 7.3 Experience Description and Timeline

The experience description should be assigned within the first couple of days of an Internship. When assigned early in the Internship, the experience description acts as a tool to help ensure that both the SACP and the Intern have a rich and meaningful goal to work towards.

### 7.3.1 Experience Description Criteria

Each student must turn in an experience description and timeline as part of the Reflection Paper. If multiple Interns are working on the same projects/tasks, they will still have different roles and responsibilities and need to explain these in the description. Students on the same project can share the same timeline, goals and justifications.

Sections:

- **Background:** A short summary of what the organization you are Interning for does.
- **Opportunity:** Explain how this project (or series of tasks) came about, why you are doing it, and how it will help you and your SACP.
- **Goal:** Describe the overall goal of this project/tasks in terms of what the deliverable(s) will be or accomplish.
- **Description of Deliverable(s):** Describe in detail the desired outcome(s) of this project (or series of tasks). This is a chance to practice “expectation management”. Include any specifications, target audiences, requirements, etc.
- **Schedule:**
  - Set a date to discuss a rough draft of your project, or tasks, for initial review and guidance. Remember to take a photo for your later presentation.
  - Set a date to discuss a more finished deliverable. Take a photo.
  - Set a date to discuss your final draft at least a week before the end of your Internship to give you time to work on the presentation. Remember to take a photo for presenting.

## 7.4 Experience Presentation

The presentation should come at the beginning of the following school year and usually becomes the student’s IEPs. Interns are encouraged to present to their organization as well, hopefully with their SACP’s boss in attendance or other personnel that can bring additional substance to the event.

### 7.4.1 Interns

In the fall, you will present your Internship experience to the community. This will be a presentation regarding your experience(s) with all graduation requirements. Your advisory facilitator(s) will work with you on the details. You will present verbally, as a COORDINATOR, at an open house, staff meeting, or other such event. Information to include regarding your Internship will include:

1. What you learned
2. What your main function was at your Internship
3. What your company and department do
4. Who your SACP was
5. Project description
6. Pictures of your project’s process and final deliverable

### 7.4.2 SACPs

Every Intern has to give a presentation about his or her Internship at school. Presentations are not your responsibility, but we encourage you to have Interns present their work to you, or people from your department or organization, if appropriate. Depending on what the Intern and advisory facilitator decide, these presentations can be Presentations of Learning. Presentations can be given in the classroom

setting, at Internship events, open houses or community meetings. If Interns are to present at public open houses, or Internship events, they are expected to clear the content with you, and of course, invite you.

## **7.5 Updated Resume**

### **7.5.1 Interns**

Add your Internship experience to your resume. Proofread your material and add it to your portfolio. You may also wish to put your presentation material in your portfolio.

## 8.0 Performance Review Criteria

### 8.1 Overview

The rubric below was designed for SACP's in reviewing the performance of Interns.

Category	Needs	Satisfactory	Meets Expectations	Exceptional
<b>Project Design and Completion</b>	After initial discussion of project with SACP, fails to show SACP drafts for review and project does not meet expectations.	After prompting, discusses, declines, and designs project with SACP showing one draft for review, but final project lacks a desired element.	Discusses deadlines and designs a project with SACP, showing SACP one draft for review, and successfully completes project.	Actively discusses deadlines, and designs project with SACP showing SACP several drafts for review, and successfully completes
<b>SACP-Intern Communication</b>	Rarely talks with SACP about ideas or problems. Prone to mistakes due to not understanding	Sometimes talks with SACP about ideas or problems. Reluctant to ask questions	Usually talks with SACP about ideas or problems. Often asks questions and actively	Talks with SACP about ideas and problems. Asks questions and actively listens.
<b>Attention to Internship and School Policies</b>	Usually works at least 15 hours each week. Fails to notify SACP (and ACADEMY) about two or more absences or	Usually works at least 15 hours each week. Fails to notify SACP (and ACADEMY) about one absence or	Works 15 or more hours each week. Sometimes notifies SACP (and ACADEMY) about absences or lateness.	Works 15 or more hours each week. Always notifies SACP (and ACADEMY) about absences or lateness.
<b>Professionalism</b>	Often dresses inappropriately, distracts others and/or excessively uses client equipment for	Tends to dress inappropriately, distracts others and/or excessively uses client equipment for personal	Usually dresses appropriately, avoids distracting behavior, and avoids excessive personal use of client equipment.	Always dresses appropriately, avoids distracting behavior, and avoids excessive personal use of client
<b>Time Management</b>	Rarely meets deadlines; inadequate time management skills.	Tends to procrastinate, but usually meets deadlines.	Usually uses time well, but may have procrastinated on one or two things.	Routinely uses time well. Limited procrastination.
<b>Quality of Work</b>	Provides poor quality work that fails to meet SACP expectations and was not checked for errors or typos.	Provides good quality work that generally meets SACP expectations and may have some error or typos.	Provides high quality work that generally meets SACP expectations. Work is error and typo free.	Provides work at the highest quality that meets or exceeds SACP expectations. Work is error and typo free.
<b>Ethics/ Integrity</b>	Cannot be trusted to choose an ethical course of action. Does not admit mistakes or blames	Much of the time can be trusted to choose an ethical course of action. Somewhat allow to admit	Most of the time can be trusted to choose an ethical course of action. Admits mistakes fairly	Always can be trusted to choose an ethical course of action. Admits any mistakes as soon as
<b>Critical Thinking Skills</b>	Rarely uses critical thinking skills to provide useful ideas.	Sometimes uses critical thinking skills to provide useful ideas.	Usually uses critical thinking skills to provide useful ideas.	Uses critical thinking skills to routinely provide useful ideas.
<b>Preparedness</b>	Often forgets needed materials or is rarely ready to get to work.	Almost always brings needed materials but sometimes needs to settle down and get to work.	Almost always brings needed materials to the Internship and is ready to work.	Brings needed materials to the Internship and is always ready to work.
<b>Problem-solving</b>	Does not try to solve problems or help others solve problems.	Does not suggest or refine solutions, but is willing to try other's ideas.	Refines solutions suggested by others.	Actively looks for and suggests solutions to problems.
<b>Attitude</b>	Generally non-supportive of project and organization, especially	Somewhat supportive of project and organization, especially during tough	Usually supportive of project and organization, especially during tough	Always supportive of project and organization,
<b>Focus on the Task</b>	Rarely focuses on the task and what needs to be done. Lets others do the work.	Some of the time focuses on the task and what needs to be done. SACP must	Most of the time focuses on the task and what needs to be done. SACP can count on this person.	Consistently stays focused on the task and what needs to be done. Very self- directed.
<b>Working with Others</b>	Rarely listens to, shares with, or supports the efforts of others. Does not attempt to work well with others.	Often listens to, shares with, and supports the efforts of others. Tries to work well with others.	Usually listens to, shares with, and supports the efforts of others. Works well with most others.	Consistently listens to, shares with and supports the efforts of others. Works well with everyone.