

# Senior Internship Student Handbook



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## Internship Program Overview

Welcome to the Castle View High School Senior Internship program! Although senior internships are not new to the Douglas County School District, the nature of the 21<sup>st</sup> century school reform implemented at Castle View High School make internships an integral part of the curriculum. The program is designed as a capstone of the student's academic experience.

Incorporating an internship experience is important to Castle View High School's R<sup>3</sup> philosophy: *Relationships, Rigor and Relevance*. One of the most important skills in life is the ability to collaborate with other people. The program provides an opportunity to build a strong mentoring *relationship* with a teacher at Castle View High School as well as a career professional at the internship site. Internship mentors provide a model for real world problem solving and standards of excellence. Contacts made during the internship open doors to future educational and career opportunities.

*What we have to  
learn to do, we  
learn by doing.  
– Aristotle*

The internship is a *rigorous* educational experience requiring the student to think critically and demonstrate what he/she has learned and can do using authentic assessments. This program supports the goals of the Douglas County School District to create responsible citizens who contribute to society through the use of critical thinking, self-motivation, application of knowledge and skills, demonstration of leadership and embracing ethical principles.

The internship experience bridges the gap between classroom experiences and actual work environment. The *relevance* of course work can be understood when academic content is applied to real world problems and situations.

## Benefits of Internships

Each of three stakeholder groups benefit from an effective internship program:

### **Students**

- Receive guidance and feedback from adult mentors
- Explore future career choices
- Develop desirable work habits and attitudes
- See relevance of classroom learning
- Gain specialized learning experiences that could not be provided in the classroom

### **Community/Businesses**

- Encourage young adults to stay in the local community
- Invest from the ground up to grow a valuable workforce
- Share expertise
- Develop partnerships with schools
- Mentor young adults while gaining valuable human resources

### **School**

- Expand curriculum
- Apply academic content to practical work situations
- Prepare students for world of work
- Develop partnerships with the community

## **Preparation for Placement**

A student begins the personal and career investigation needed to participate in the internship program as an eighth grader when he/she initially begins learning more about his/her interests, aptitudes and abilities. As a result of this investigation, the student selects a pathway within an academy at Castle View High School. As ninth and tenth graders, students have continued opportunities to investigate personal traits and characteristics and to clarify career interest areas. During the junior year, the student continues to explore personal and academic choices and skills necessary for pursuing a senior internship.

Senior internship applications are completed in the fall of the junior year followed by a personal interview with a Castle View administrator. Acceptance to the program is announced prior to registration in the spring. Students selected for the internship program attend an Academic Advisement pre-internship seminar during the fourth quarter of the junior year to begin portfolio development and complete materials necessary for obtaining an internship.

A parent/intern meeting is conducted during the spring of the junior year. At this meeting, the handbook is reviewed, forms are explained and completed, rules and requirements are discussed and questions and concerns are addressed.

## **Program Parameters**

Internships are available to senior students who:

- Are on track for graduation
- Demonstrate good attendance and mature and responsible behavior
- Have completed courses and earned grades to support internship placement
- Have completed the program application and interview process

Other program highlights:

- Internships are unpaid to provide a wider and more professional range of placement opportunities. Unpaid internships allow DCSD to cover worker's compensation coverage for students.
- Each student is responsible for providing his/her own transportation.
- Most internship students are released from school two periods a day for nine weeks.
- Those who qualify may combine release time with an administrative option to provide for travel or additional time at the internship site.
- Students receive 1.0 credit for documenting 120 hours of classroom instruction and internship site experience successfully completing the required assignments and activities.
- Most internships are one term in length.
- Internships may be repeated at the same or a different location upon successful completion of the term internship and permission of the Internship Administrator and internship site mentor.

## **Intern Expectations**

Both students and employers enter the internship with great anticipation for a successful experience for those involved. Success as an intern is directly related to the intern's willingness to learn about all aspects of the job, interact with co-workers, ask questions and become involved at the internship site. Prompt and regular attendance is an absolute necessity for success in the internship, as it would be in any professional setting. The intern is expected to demonstrate a positive attitude and a willingness to work and learn. As the intern becomes comfortable at the internship site, it is expected he/she will look for situations where initiative can be demonstrated. Each task should be approached with enthusiasm and as a new learning experience. Selection for

the internship program is based on demonstrated academic preparation, personal qualities, performance history and career focus.

### **Internship Administrator/Assistant Responsibilities**

The internship program is under the direction of an Internship Administrator/Assistant at Castle View High School whose job it is to organize the recruitment and selection of interns, facilitate placement of interns in appropriate internship sites, conduct a weekly seminar, and act as a liaison between the intern, the intern's parents, the internship site mentor and the Castle View mentor teacher. The Internship Administrator and/or Assistant will conduct periodic visits to the internship site to confer with the intern and/or mentor.

### **Castle View Mentors**

Each internship student selects a staff member at Castle View High School as a mentor. The selected staff member will mentor no more than two students per term and meet with the student(s) a minimum of two times. The responsibility of the Castle View High School mentor is to serve as a resource to assist and/or provide feedback to the student in selecting and developing a project and preparing the paper, project and oral presentation. Prior to Sponsor Appreciation Night the CV mentor will evaluate and grade the paper using a rubric. The CV mentor serves on the presentation panel at Sponsor Appreciation Night and evaluates the oral and visual presentation and project using a rubric. Castle View mentors sign the training agreement and are notified of their responsibilities.

### **Internship Site Mentors**

Each internship student is assigned a mentor at the internship site. This individual will serve as a resource to assist and/or provide feedback to the student in selecting a project, and preparing the paper, project and oral presentation. The role of the internship site mentor is essential to the success of the Senior Internship Program at CVHS. A student's parents/guardians and close relatives may not serve as internship site mentors. Internship mentoring is an opportunity for the community to assist the next generation in its transition from high school to the post-secondary experience. The internship site mentor serves on the presentation panel at Sponsor Appreciation Night at the end of the internship experience and evaluates the project and oral and visual presentation using a rubric. The Internship Administrator/Assistant is responsible for notifying the site mentor of his/her responsibilities.

### **Internship Site Professional Interview**

Prior to confirming the internship placement, the prospective intern participates in a professional interview at the internship site. The interview provides an opportunity to determine the student's suitability to the specific site. At the time of the interview the prospective intern presents a resume, reference list and cover letter. If after interviewing the student, the mentor does not feel the student is a viable candidate, the mentor may decline the placement. The interviewer at the internship site completes and returns to the internship coordinator an evaluation of the student's interview performance to help the student improve his/her interviewing techniques. The interview score is recorded and the evaluation is placed in the intern's portfolio.

### **Transportation**

Reliable daily transportation, a valid driver's license and verification of insurance are required of each intern. The student is not allowed to take riders or ride with another student. If a transportation problem develops, it is the intern's responsibility to notify the Administrator/Assistant so the problem can be resolved within the guidelines of the program.

### **Time Schedule**

Several scheduling options are available. The student may select two blocks of release time per day, after school, evenings or weekends. If release time from the school day is provided, the intern is expected to leave Castle View High School immediately after class, arrive at the internship site as quickly as possible and remain at the internship site during the time released from school. Altering assigned time of release and/or days of attendance at the internship site requires approval of the internship administrator/assistant and the internship site mentor. Arrival and departure is determined by the travel time to and from the site. Placements are arranged to keep driving time to a minimum while providing a meaningful experience. The intern may remain at the internship site longer and accumulate additional hours or make up hours outside the arranged time if his/her class schedule permits and with the permission of the internship mentor and Internship Administrator/Assistant. If the intern is scheduled on the internship site during lunch, the intern is responsible for his/her own lunch arrangements.

### **Time Requirements and Documentation of Hours**

The intern maintains a weekly time log which is verified weekly by the internship site mentor or his/her designee. The student must document 120 hours of classroom instruction and internship site experience and complete all assignments and activities to receive credit. It is the intern's responsibility to complete the time log and have it signed by the internship site mentor or his/her designee. The time log is due at the weekly Castle View High School internship seminar. The intern may remain at the internship site longer and accumulate additional hours outside the arranged time if his/her class schedule permits and with the permission of the internship site mentor and Internship Administrator/Assistant.

### **Internship Essays**

The intern is required to reflect on his/her internship experience. The internship essays are a record of experiences at the internship site and the intern's reaction to them. Essays are useful:

- As reminders of growth and development
- For preparing the paper and project
- For developing future resumes
- As a means of recording the names of contacts at the internship site who may serve as future references and career contacts.

In addition, essays provide an opportunity for the intern to share feelings, reactions and insights about the internship experience. Internship essays might include:

- Descriptions of independent or cooperative work used to accomplish a specific goal
- Challenges faced during the week and how the intern handled the situation
- New skills learned
- The intern's reaction to handling a difficult communication problem
- Examples of applying previous knowledge to a problem or situation

Entries should not be merely a listing of what was done each day, but rather a chronicle of what was done, what was learned, reactions and feelings and an evaluation of performance. Essays should follow acceptable guidelines for grammar, punctuation, spelling and sentence structure.

### **Orientation to the Internship Site and Development of Goals**

The intern is oriented to the internship site by the internship site mentor or his/her designee. This orientation provides the intern with much the same information a new hire would receive regarding rules, regulations and expectations for employment.

At the end of the orientation, 3-5 goals are established for the intern through collaboration with the internship site mentor and the intern. The plan includes:

- Goals (what the intern will learn or experience during the internship)
- Strategies (activities that will facilitate acquisition of the goal)
- Criteria for evaluating the accomplishment of the goal (method of demonstration)

The intern will be evaluated on goal progress and performance on the final evaluation at the end of the internship. Goals should be related to tasks, activities, observations, knowledge, skills, equipment use and/or projects connected to the internship experience. When the checklist is completed and the goals determined, the form is signed by the internship site mentor and intern and returned to Castle View for the signature of the Internship Administrator/Assistant.

### **Appearance**

Interns are expected to wear attire appropriate to internship sites. Cheerleading/pom uniforms, athletic jerseys and sweats are not worn at any internship site. Dress code for a specific internship site is established in collaboration with the internship site mentor at the initial interview and/or orientation to the site. As a general rule business casual is the appropriate dress for interns. Clothing appropriate for the internship site should be worn to school so arrival at the site is not delayed.

### **Absence from the Internship Site**

If the intern is ill or unable to be present at the internship site for any reason, the intern is responsible for notifying **the internship site, the Internship Administrator/Assistant and Castle View High School attendance** as early as possible. If the intern is absent from the internship site, it is the intern's responsibility to schedule additional time to meet the 120 documented hours of classroom instruction and internship site experience required to receive credit. If the intern leaves school and does not go to the internship site due to illness, inclement weather, appointments, etc. he/she should **not** check out on the internship list at the attendance window. The intern must follow standard school procedures, which requires a parent phone call or note to excuse the student from school during regular scheduled classes. Interns are not required to be on internship sites if school is canceled due to weather or if school is not in session due to a holiday or teacher in-service day, but the intern may elect to attend. In either case, the intern is required to notify the internship site of his/her intentions.

### **Internship Weekly Seminar**

On Tuesday, Wednesday or Thursday during the course of the internship, the student is assigned alphabetically to a specific seminar day at Castle View conducted by the Internship Administrator/Assistant during Academic Advisement. Attendance at the seminar is required and failure to attend will result in loss of points. Failure to attend on assigned day will result in loss of half the assigned points unless a note is provided by a staff member indicating an emergency situation prevented the intern's attendance. Seminar time is counted toward the required 120 internship hours. At this time the weekly time log is submitted along with any assignments. During the seminar, students ask questions, address problems or concerns, discuss assignments and

reflect on the internship experience. For interns with release time during periods one and two, an alternate seminar time will be scheduled.

### **Emergencies**

The intern supplies the Internship Administrator/Assistant and the internship site mentor with a completed Medical Authorization and Insurance form, which contains the information needed should the intern become ill or injured at the internship site.

### **Confidentiality**

Confidentiality and ethical behavior is of highest priority. All prospective interns must sign a confidentiality agreement prior to initial placement. The signed confidentiality form is maintained by the Internship Administrator/Assistant and is available to the internship site mentor. Confidentiality is discussed at the internship site orientation and the intern may be required by the internship site to sign an additional confidentiality agreement. Interns understand that any breach of confidentiality may result in disciplinary action including termination of the internship and loss of credit, and/or or legal action.

### **Training Agreement**

The Castle View High School Training Agreement is signed during the first week of placement and submitted to the Internship Administrator/Assistant at the first seminar session. The internship mentor's business card must be attached to the agreement. The training agreement outlines the responsibilities of all the stakeholders involved in the program and their intentions to fulfill the conditions of the agreement. A copy of the signed agreement is provided to each party.

### **Evaluation/Assessment**

The intern receives two evaluations from the internship site mentor during the course of the internship: one at mid-term and the other at the end of the internship experience. Evaluation by the Internship Administrator/Assistant and the Castle View mentor is ongoing and includes assessment of assignments, work habits, time management and activities detailed in the handbook. The internship site mentor, along with 3-5 other adults, also evaluates the intern's project and oral and visual presentation at Sponsor Appreciation Night.

The Internship Administrator/Assistant evaluates the portfolio and the CV mentor evaluates the paper. If a failing grade is received in any area, from any evaluator, that area is repeated until a passing grade is earned. The final grade will be awarded when the paper, project, portfolio and oral and visual presentation receive a passing grade, all assignments and activities are completed, and 120 hours of classroom instruction and internship site experience is documented.

### **Products: The 5 Ps of the Senior Internship**

#### ***Placement***

Internship placements are made based on a student's personal qualities, performance histories, areas of career focus or interest, and academic preparation. Implied in a student's placement is another P: *participation*. Students must take an active role in their internships, and act as more than casual observers of their chosen field of work.

#### ***Paper***

A reflective paper documenting the internship experience demonstrates the student's ability to generate a professional-quality paper following Castle View High School guidelines. The

internship site mentor and the Castle View mentor may assist and/or provide feedback to the student in writing the paper during the course of the internship. At least one week prior to Sponsor Appreciation Night, the student provides the completed paper to their CV mentor for final grading. The Castle View mentor evaluates the paper using a rubric. The intern must receive a passing grade. If a failing grade is received the paper is revised and re-submitted until a passing grade is earned.

**Project**

The project demonstrates the convergence of knowledge from academy course work, internship site experience and research skills to create a project related to the internship site. The project must address an essential question related to the internship site. The project proposal must be approved by the Castle View and internship site mentors. At Sponsor Appreciation Night the project is evaluated by the presentation panel using a rubric.

The project must include documentation prepared for display and presentation using a technology-rich, visual method (with assistance from the CV mentor and CV Media Specialist). The CV and internship site mentor may assist and/or provide feedback to the student in selecting and completing the project. The intern must receive a passing grade. If a failing grade is received the project is revised and re-submitted until a passing grade is earned.

The following are examples of topics for a senior internship project.

<u>Placement</u>	<u>Essential Question</u>	<u>Project</u>
Physical Therapy	Is gender an influence in ACL injury and recovery?	ACL rehab plan
Landscape Architecture	How are landscaping techniques adjusted in low-moisture areas?	Xeriscape plan and/or project
Elementary Education	What is the correlation between early exposure to literature and school success?	Organize a CV book drive for disadvantaged children
Entrepreneurship	What are the steps necessary in starting a franchise business operation?	Develop a business plan for a franchise business.

**Portfolio**

The portfolio is an organized assemblage of documentation demonstrating the acquisition of the educational foundation necessary for a productive life. The portfolio provides an opportunity for the student to reflect on academic and personal learning as well as accomplishments over the course of the high school experience and to focus on post-secondary and career direction.

Portfolio development begins during the pre internship seminars during fourth term of the junior year and continues through the conclusion of the internship experience. The portfolio is available for display at Sponsor Appreciation Night and is evaluated by the Internship Administrator/Assistant using a rubric. The intern must receive a passing grade. If a failing grade is received the portfolio, is revised and re-submitted until a passing grade is earned.

### ***Oral/Visual Presentation***

The purpose of the Sponsor Appreciation Night Presentation is for the student to demonstrate a synthesis of the academy academic content, the internship experience and the project. The presentation includes a display board, an oral presentation and a description of the project to a panel of 3-5 professionals.

The student demonstrates proficient use of oral and visual communication skills, the ability to complete research to support a project and present information in a rational and logical way using technology and presentation skills. The panel evaluates the oral and visual presentation and project using a rubric. The intern must receive a passing grade. If a failing grade is received in any of the three areas, the oral presentations are revised and repeated until a passing grade is earned. Recognition is given to the internship site mentor and Castle View mentors after the presentation.

**Douglas County School District  
Career and Technical Education and Internship Programs**

**Student Transportation Insurance Form**

Career and Technical Education and Internship programs in Douglas County **require** that students provide their own transportation to and from their place of employment or career experience.

Douglas County School District's liability insurance does **not** cover students who are transported in private vehicles off campus. Each student enrolled in a CTE or Internship program **must** have: 1) *parental or guardian permission to leave campus and drive their own vehicle to and from work or internship site*, 2) *a valid driver's license*, and 3) *proof of liability insurance*. Students **must not** transport other students to and from work or internship sites.

As the parent or guardian of a student enrolled in a CTE or internship program, we are asking you to sign this statement giving your assurance that your son or daughter has a valid driver's license, will maintain adequate insurance coverage, and has your permission to drive off campus for this class OR experience. **Further, we ask for your assurance that your son or daughter will not transport other students to or from work or internship sites. The parent(s) assumes all responsibility for student driving to and from work or internship sites.**

\_\_\_\_\_  
Student's Name (Print)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Car Model and Color

\_\_\_\_\_  
License Plate Number

\_\_\_\_\_  
Insurance Company

\_\_\_\_\_  
Policy Number

\_\_\_\_\_  
Parent or Guardian Signature

\_\_\_\_\_  
Student Driver's License Number

***Please attach a photocopy of your insurance card or a certificate of insurance (with expiration dates).***

***This document is valid for one school year. It is the student/parent(s) responsibility to keep auto insurance in effect throughout the school year.***

**Castle View High School**  
**Senior Internship Medical Authorization and Insurance Information**

**Student Name** \_\_\_\_\_

Should it be necessary for my son/daughter to have medical treatment while participating in this program, I hereby give the school and/or the internship site personnel permission to use their best judgment in obtaining medical services for my child, and I give permission to the physician selected to render whatever medical treatment he/she deems necessary and appropriate.  Yes  No

Permission is also granted to release emergency contact/medical history to the attending physician or to the internship site personnel, if needed.  Yes  No

Health Insurance Company \_\_\_\_\_

Name of Policyholder \_\_\_\_\_

Identification Number \_\_\_\_\_ Account Number \_\_\_\_\_

Name of Parent/Legal Guardian \_\_\_\_\_

Contact Number(s) \_\_\_\_\_

Family Doctor \_\_\_\_\_

Contact Number(s) \_\_\_\_\_

Preferred Hospital \_\_\_\_\_

Special Medical Problems (please check all that apply)

asthma  vision  hearing  diabetes  
 heart  seizures  allergies (specific)  other (explain)

Medications student takes on a regular basis: \_\_\_\_\_

Does the student require any special accommodations because of medical conditions, limitations, disabilities or other restrictions?  Yes  No

If yes, please explain. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I hereby agree to waive and release any and all rights that I, my child, or our representatives may have to make claim against the Douglas County School District and \_\_\_\_\_ or their respective officers, employees, or representatives arising from injury or damages, including attorney fees that may result from my child's participation in the Senior Internship Program.

I further agree to indemnify and hold harmless the Douglas County School District and \_\_\_\_\_ or their respective officers, employees, or representatives from any claims, including attorney fees, which I or my child might make or which might be made on my or our behalf by others, or which might be made against me or my child by others arising from my child's participation in the Senior Internship Program.

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Witness

\_\_\_\_\_  
Date

**Castle View High School  
Senior Internship Confidentiality Agreement**

I understand that in the course of my internship experience I may have access to and be involved in the processing of verbal, written, computer generated, computer accessed, filmed, and/or recorded information related to clients, employees, staff or company business.

I understand that I am required to maintain confidentiality of this direct or indirect information at all times, both during and after my internship experience. I understand that I will not share, discuss with or reveal any of this information to anyone.

**I understand any breach of confidentiality may result in disciplinary action, including termination and loss of credit or legal action.**

I certify by my signature that I acknowledge being informed of the confidentiality policy concerning confidential information and its treatment. I agreed to adhere to and uphold the private and privileged information therein.

Intern Name \_\_\_\_\_  
(Please print full legal name)

Intern signature \_\_\_\_\_ Date \_\_\_\_\_

Parent Name \_\_\_\_\_  
(Please print)

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Administrator/Assistant's Signature \_\_\_\_\_ Date \_\_\_\_\_

## Directory Information Notice Parent/Guardian Media Consent Form

Board Policy JRA/JRC, Disclosure of District Information, states that schools and the district may disclose directory information from a student's education record without written consent of the parent/guardian. Directory information may include the student's name, email address, photograph, gender, date and place of birth, grade level, participation in officially recognized sports and activities, height and weight of athletes, dates of attendance and degrees, awards, honors and other distinctions received. This includes publishing directory information on the school website. The parent/guardian has the option of denying the publication of a student's directory information by submitting a request, in writing, to the school principal or District registrar.

Although Board policy states student photographs may be disclosed as part of directory information, it is the practice of Douglas County School District not to publish student photographs, addresses or telephone numbers without the express written permission of a parent/guardian, except when necessary to law enforcement agents conducting an investigation of a student.

### WEB/INTERNET PUBLISHING

#### 1. Image - make one selection only:

A. \_\_\_\_ I will allow my child's image (including photograph and video), **with** his/her name, to be published on the school and/or District website.

B. \_\_\_\_ I will allow my child's image (including photograph and video), **without** his/her name, to be published on the school and/or District website.

C. \_\_\_\_ I will **not allow** my child's image to be published on the school and/or District website.

#### 2. Schoolwork - make one selection only:

A. \_\_\_\_ I will allow my child's schoolwork (including audio and video), **with** his/her name, to be published on the school and/or District website.

B. \_\_\_\_ I will allow my child's schoolwork (including audio and video), **without** his/her name, to be published on the school and/or District website.

C. \_\_\_\_ I will **not allow** my child's schoolwork to be published on the school and/or District website.

### DISTRICT PUBLISHING (for use by the District)

#### 3. Make one selection only:

A. \_\_\_\_ I will allow my child's image (photo, audio and video), with his/her name, to be used by the District for promotional purposes. Photos may be published in the form of print, electronic presentations or video materials created for District use and/or community-wide distribution.

B. \_\_\_\_ I will allow my child's image (photo, audio and video), without his/her name, to be used by the District for promotional purposes. Photos may be published in the form of print, electronic presentations or video materials created for District

use and/or community-wide distribution.

C. \_\_\_\_ I will not allow my child's image to be used by the District for promotional purposes.

### MEDIA PUBLISHING (for use outside District)

4. Yes \_\_\_\_ No \_\_\_\_ I will allow my child to be interviewed or photographed by professional media representatives who are not employees of the district for possible publication in the form of interviews, video or photographs related to programs or events in which my child may be participating in schools.

***Please read, sign below and return to your child's school. Thank you.***

**I understand that, in the event the school or district uses photographs and/or video footage of my child, that no compensation will be made to me for this use. I also understand that this form is applicable only for the duration of my child's enrollment at the school mentioned below and that I will be required to complete a new form to make changes or when my child enters a new school. I acknowledge by my signature below that I understand the above stated information.**

---

Student Name (please print)

School of Attendance and Grade Level

---

Parent/Guardian Signature

Date

## Castle View High School Senior Internship Training Agreement

The purpose of the training agreement is to clarify the individual responsibilities of the student, the parents, the Internship Coordinator and the internship mentor concerning the internship program. Emphasis is placed on training and career development of the student.

### **The Student's Responsibility is:**

- To understand the purpose of the internship site is educational, that interns will be evaluated at frequent intervals during the term of the internship and that 1.0 credit will be issued for satisfactory completion and documentation of 120 hours and successful completion of **all** required activities and assignments.
- To maintain regular attendance at school, **including the weekly internship seminar** and at the internship site. If unable to report to the internship site, the student will notify the internship site mentor, the Castle View attendance office and the Internship Administrator/Assistant before the scheduled internship time. The student will follow school check-out and check-in procedures outlined by the Internship Coordinator. Do not report to the internship site on days absent from school unless prior arrangements have been made with the Internship Administrator/Assistant.
- To accept responsibility for all transportation needs and to conform to all school and state regulations regarding vehicle operation, registration, licensing and auto insurance. The student agrees not to transport or ride with other students to the internship site.
- To demonstrate honesty and integrity in regard to money, time and attendance while enrolled in the senior internship program and keep all matters at the internship site confidential.
- To provide accurate time logs and reports to the Internship Administrator/Assistant at the weekly seminar.
- To accept responsibility for personal behavior and its consequences and to follow the policies set forth in the Castle View High School Student Handbook, the Douglas County School District Code of Conduct and the Castle View High School Senior Internship handbook and the rules, regulations and policies of the internship site.
- To consult the Internship Administrator/Assistant as soon as possible about any problems or concerns and not to resign from an internship site without consultation with the Internship Administrator/Assistant, internship mentor and parents.
- **To acknowledge that school credit may not be issued if the student is dismissed from his/her internship or quits his/her internship, does not document the required 120 hours and/or does not successfully complete all the required assignments and activities.**

I understand that failure to comply with any portion of the above agreement may be considered grounds for suspension and/or dismissal from the program and loss of school credit.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Print Name \_\_\_\_\_

### **The Internship Administrator/Assistant Responsibility is:**

- To provide an open line of communication and act as liaison between the parent, student and internship site.
- To visit and communicate with the internship site to discuss the progress and evaluate the student intern.
- To work closely with the student to facilitate completion of required assignments and activities.
- To conduct weekly seminar sessions to discuss work related issues, answer questions and address problems and concerns.
- To provide verification to the internship site mentor of the school district's assumption of Workman's Compensation responsibility for unpaid interns.
- To maintain accurate records and assign a final grade.
- To notify the internship site in advance, if possible, if the status of the intern changes.

I have read and agree to work closely with all stakeholders to provide a meaningful internship experience.

Administrator/Assistant Signature \_\_\_\_\_ Date \_\_\_\_\_

**The Parent/Guardian's Responsibility is:**

- To assume full responsibility for the student's unsupervised release time and if applicable the transportation from school to the internship site and from the internship site to home.
- To contact the Internship Administrator/Assistant, not the internship site mentor when problems or questions arise concerning the student's internship.
- To contact the Internship Administrator/Assistant with information of any medical conditions.
- To guarantee the student maintains auto insurance as per state requirements.
- To attend a parent/student orientation meeting prior to the beginning of the internship
- To support and encourage the student to fulfill the responsibilities of the internship.

I have read and understand the agreement entered into by my son/daughter and agree to be a supportive member of the team.

Parent signature \_\_\_\_\_ Date \_\_\_\_\_

**The Internship Site Mentor's Responsibility is:**

- To provide a variety of supervised experiences that will contribute to the student's awareness of the career field and the development of good work habits, attitudes, skills and knowledge.
- To provide an orientation session for the student.
- To collaborate with the Administrator/Assistant in making appraisal/evaluation of the student's performance.
- To involve the Administrator/Assistant and the student in discussions if problems arise.
- To verify the weekly time log with a signature.
- To assure the student will be accepted and assigned to jobs and otherwise treated without regard to race, color, national origin, sex or disability.
- To acknowledge that the Administrator/Assistant, by showing just cause, has the right to withdraw the student at any time from the internship.
- To serve as a resource for the student in writing the final paper and selecting and completing a project and to approve the final project proposal.
- **To participate on the presentation panel for the intern at Sponsor Appreciation Night.**

I have read and agree to provide a safe place for the student and will provide learning opportunities in a variety of work place situations.

Internship Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

**The Castle View High School Mentor's Responsibility is:**

- To mentor no more than one other intern during the term.
- To meet with the student at least two times during the term and assist the student in writing the final paper, selecting and preparing the project and/or preparing the oral and visual presentation.
- To give assistance and encouragement to the student during the course of the internship.
- To grade the student's Senior Internship reflection paper using the rubric provided.
- **To attend Sponsor Appreciation Night, be a member of the presentation panel and evaluate the student's project and oral/visual presentation using the rubrics provided.**

Castle View High School Mentor's Signature \_\_\_\_\_ Date \_\_\_\_\_

Printed Name \_\_\_\_\_



## Orientation to Internship Site and Goal Setting

Intern \_\_\_\_\_

Date \_\_\_\_\_

Internship Site \_\_\_\_\_

Site Mentor \_\_\_\_\_

Please provide your intern with information about the following points during your orientation process. Check each item as it is completed. It is understood the intern will not receive the benefits of a regular employee, but it is important to the learning process to know the key policies of an organization. The intern is to return this completed form to the Internship Coordinator.

\_\_\_\_\_ Provide the student with brochures or printed materials related to your organization

\_\_\_\_\_ Explain the organization's history

\_\_\_\_\_ Describe the organization's product and/or services

\_\_\_\_\_ Discuss the company's policies and procedures regarding the following:

\_\_\_\_\_ hours of operation

\_\_\_\_\_ overtime policy

\_\_\_\_\_ absence policy

\_\_\_\_\_ pay periods

\_\_\_\_\_ vacation policy

\_\_\_\_\_ holiday policy

\_\_\_\_\_ appropriate dress and grooming

\_\_\_\_\_ safety rules

\_\_\_\_\_ emergency procedures

\_\_\_\_\_ parking

\_\_\_\_\_ describe employee benefits

\_\_\_\_\_ discounts

\_\_\_\_\_ educational assistance

\_\_\_\_\_ bonuses

\_\_\_\_\_ lunch provisions

\_\_\_\_\_ arrival procedures

\_\_\_\_\_ departure procedures

\_\_\_\_\_ smoking policy

\_\_\_\_\_ breaks

\_\_\_\_\_ food and drink in the work area

\_\_\_\_\_ land line and cell phone use

\_\_\_\_\_ policy

\_\_\_\_\_ internet use policy

\_\_\_\_\_ confidentiality

\_\_\_\_\_ Introduce co-workers

\_\_\_\_\_ Explain job responsibilities of co-workers

\_\_\_\_\_ Show intern his/her work station

\_\_\_\_\_ Describe intern's responsibilities

\_\_\_\_\_ Explain the importance of the intern's responsibilities to the organization

\_\_\_\_\_ Formulate 3-5 goals (what the intern will learn or experience during the internship) to be evaluated in the course of the internship experience. Specify the strategies (activities that will facilitate acquisition of the goal) and the criteria (method of demonstration) for evaluating the accomplishment of the goal.

**Goal 1** \_\_\_\_\_

Activities \_\_\_\_\_

Demonstration \_\_\_\_\_

**Goal 2** \_\_\_\_\_

Activities \_\_\_\_\_

Demonstration \_\_\_\_\_

**Goal 3** \_\_\_\_\_

Activities \_\_\_\_\_

Demonstration \_\_\_\_\_

**Goal 4** \_\_\_\_\_

Activities \_\_\_\_\_

Demonstration \_\_\_\_\_

**Goal 5** \_\_\_\_\_

Activities \_\_\_\_\_

Demonstration \_\_\_\_\_

\_\_\_\_\_  
Intern Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Internship Mentor's Signature

Date \_\_\_\_\_

\_\_\_\_\_  
Internship Administrator/Assistant Signature

Date \_\_\_\_\_

Castle View High School  
Senior Internship Program  
Time Documentation Log

Date	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Check-out at CV							
Arrival at Site							
Departure from Site							
Extra Time							
Total Daily Hours (round to the nearest ¼ hour)							

**Weekly Total:** \_\_\_\_\_

I hereby certify that the above is an accurate record of time documentation.

Intern Signature \_\_\_\_\_ Date \_\_\_\_\_

Internship Mentor Signature \_\_\_\_\_ Date \_\_\_\_\_

Comments \_\_\_\_\_

If you were absent from school and/or your internship site any day or part of a day this week, give an explanation below. Identify specific days and times you were absent.

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Castle View High School  
 Senior Internship Program  
 Cumulative Hours Summary

Due: \_\_\_\_\_

<b>Dates</b> <i>(Month, Day, Year)</i>	<b>Total Hours</b>
through	
through	
through	
through	
through	
through	
through	
through	
through	
through	
<b>Total Hours This Term</b>	

Intern's Name: \_\_\_\_\_

Internship Site: \_\_\_\_\_

Internship Coordinator Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Castle View Mentor Meeting Documentation**

Based on the agreement between the intern and mentor, at least two meetings are required during the course of the internship. More frequent contact may occur by mutual agreement of the intern and CV mentor. Please document the meetings below. If during the course of the internship you have questions or concerns, please contact the Internship Administrator/Assistant.

Intern Name \_\_\_\_\_

Meeting Date 1 \_\_\_\_\_

Length of Meeting \_\_\_\_\_

Summary:

CV Mentor Signature \_\_\_\_\_

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Meeting Date 2 \_\_\_\_\_

Length of Meeting \_\_\_\_\_

Summary

CV Mentor Signature \_\_\_\_\_

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Meeting Date 3 \_\_\_\_\_ (optional)

Length of Meeting \_\_\_\_\_

Summary

CV Mentor Signature \_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Project Proposal**

Intern Name \_\_\_\_\_ Internship Site \_\_\_\_\_

CV Mentor \_\_\_\_\_ Internship Mentor \_\_\_\_\_

Essential Question To Be Answered (see handbook p. 10 for examples) \_\_\_\_\_

Project Proposal/Description (see handbook p. 10 for information) \_\_\_\_\_

**Technology:** Explain how you will use technology to present your project at Sponsor Appreciation Night.

**Project Relevance:** Explain why you chose the project, how it is related to the essential question and how it will benefit you, your internship site, your school and/or the community. \_\_\_\_\_

**Rigor:** Explain what research you will complete and what you will learn from this project and how this project challenges you academically. \_\_\_\_\_

**Collaboration:** Explain what assistance you will need from your mentors. \_\_\_\_\_

**Castle View High School  
Senior Internship Program  
Project Proposal**

**Castle View Mentor**

The project proposal is

\_\_\_\_\_ approved

\_\_\_\_\_ approved with the following changes

\_\_\_\_\_ project needs additional clarification in the following areas.

resubmit with revisions

\_\_\_\_\_ project does not meet criteria because:

resubmit revised proposal for approval

\_\_\_\_\_  
CV Mentor

\_\_\_\_\_  
Date

**Internship Mentor**

The project proposal is

\_\_\_\_\_ approved

\_\_\_\_\_ approved with the following changes

\_\_\_\_\_ project needs additional clarification in the following areas.

resubmit with revisions

\_\_\_\_\_ project does not meet criteria because:

resubmit revised proposal for approval

\_\_\_\_\_  
Internship Mentor

\_\_\_\_\_  
Date

**Castle View High School  
Senior Internship Program Site Visitation Summary**

Name \_\_\_\_\_

Internship Site \_\_\_\_\_

Date of Visit \_\_\_\_\_ Time \_\_\_\_\_

Internship Site Mentor/Contact \_\_\_\_\_

Purpose of Visit

\_\_\_\_\_ Regular Visit

\_\_\_\_\_ Requested by \_\_\_\_\_ Date \_\_\_\_\_

Summary of discussion and/or observation

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Need for further action?    \_\_\_\_\_yes                    \_\_\_\_\_no

Action Taken

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Internship Administrator/Assistant \_\_\_\_\_ Date \_\_\_\_\_

Intern (optional) \_\_\_\_\_ Date \_\_\_\_\_

Mentor (optional) \_\_\_\_\_ Date \_\_\_\_\_

**Castle View High School  
Senior Internship Probation Notice**

**Date** \_\_\_\_\_

Name \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship Site Mentor \_\_\_\_\_

Castle View Mentor \_\_\_\_\_

The above named intern has been placed on probation for the following reasons. (check all that apply)

- |   |   |
|---|---|
| <input type="checkbox"/> Internship mentor request                          | <input type="checkbox"/> Failure to attend weekly seminars  |
| <input type="checkbox"/> Administrator request                              | <input type="checkbox"/> Lack of productivity or failure to complete tasks assigned by internship mentor            |
| <input type="checkbox"/> Poor attitude                                      | <input type="checkbox"/> Classroom failure or more concentration needed on academic courses required for graduation |
| <input type="checkbox"/> Dress code violation                               | <input type="checkbox"/> Failure to turn in required program assignments and documentation                          |
| <input type="checkbox"/> Lack of cooperation                                | <input type="checkbox"/> Failure to comply with rules/regulations of internship program                             |
| <input type="checkbox"/> Violation of confidentiality                       | <input type="checkbox"/> Failure to comply with safety regulations  |
| <input type="checkbox"/> Lack of good work ethic                            | <input type="checkbox"/> Failure to comply with vehicle use and insurance rules                                     |
| <input type="checkbox"/> Failure to take initiative                         |   |
| <input type="checkbox"/> Internship documents falsified                     |   |
| <input type="checkbox"/> Failure to communicate effectively                 |   |
| <input type="checkbox"/> Excessive absences or tardiness at internship site |   |
| <input type="checkbox"/> Other _____  |   |

Comments \_\_\_\_\_

As a result of this probation, the above named intern will be:

- Monitored daily for internship violations  
 Required to meet with Internship Administrator/Assistant daily  
 Terminated from the internship program if any further violation occurs resulting in loss of credit  
 Other \_\_\_\_\_

I fully understand the above conditions and agree to participate in correcting the situation.

Intern \_\_\_\_\_ Date \_\_\_\_\_

Internship Site Mentor \_\_\_\_\_ Date \_\_\_\_\_

Castle View Mentor \_\_\_\_\_ Date \_\_\_\_\_

Internship Administrator \_\_\_\_\_ Date \_\_\_\_\_

Parent \_\_\_\_\_ Date \_\_\_\_\_

**Castle View High School  
Internship Termination Notice**

Intern \_\_\_\_\_

Internship Site \_\_\_\_\_

Internship Site Mentor \_\_\_\_\_

Castle View Mentor \_\_\_\_\_

Internship Duration \_\_\_\_\_ Grade at Termination \_\_\_\_\_

The above mentioned student has been terminated from the Castle View High School Senior Internship Program for the following reason(s).

\_\_\_\_\_

\_\_\_\_\_

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This action will result in recommendation for:

\_\_\_\_\_ Loss of credit

\_\_\_\_\_ Other \_\_\_\_\_

As a result of this termination, the above mentioned student will be:

\_\_\_\_\_ Withdrawn from the internship

\_\_\_\_\_ Given a new internship site, if available

\_\_\_\_\_ Other \_\_\_\_\_

Date \_\_\_\_\_ Intern Signature \_\_\_\_\_

Date \_\_\_\_\_ Internship Site Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_ Castle View Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_ Internship Administrator Signature \_\_\_\_\_

Date \_\_\_\_\_ School Principal Signature \_\_\_\_\_

Date \_\_\_\_\_ Parent Signature \_\_\_\_\_

## **Castle View High School Senior Internship Essay Topics**

When assigned select one of the topics listed below to write a word processed 250 word essay following guidelines for acceptable spelling, grammar, punctuation and sentence structure. Do not repeat a topic. Essays are due on the assigned week's seminar and may be topics for discussion at the weekly seminar.

The internship essays must be word processed in a paragraph of at least 250 words. The writing must display acceptable grammar, punctuation spelling, and be double spaced.

1. Describe a new knowledge or skill you learned at the internship site this week?
2. What knowledge or skill you learned in high school have you applied on the internship site this week?
3. Describe any difficulties, mistakes, pleasant or unpleasant experiences that occurred at the internship site this week? If applicable, what did you do to correct the situation(s)?
4. Describe one or more observations of the use of reading, writing, speaking, listening, computation, scientific and/or technology skills at your internship site this week. How did you personally make use of one or more of these skills?
5. Describe one or more observations of the use of problem solving, critical thinking, ethical behavior, leadership, resourcefulness, self-motivation, responsibility and/or respect at your internship site this week. How did you personally demonstrate one or more of these behaviors?
6. Describe an interesting or challenging experience you had with your co-workers or internship mentor this week.
7. In what area(s) of the internship experience could you use help in performing your internship responsibilities better?
8. Describe your internship site: name, location, site mentor, product and/or service provided as well as other interesting information about your site.
9. Describe your internship responsibilities, activities and experiences. How does your personality, abilities and aptitudes meet the requirements of your internship site?
10. What has the internship taught you about being a responsible citizen?

**Castle View High School Senior Internship**  
**Internship Site Management and Mentor Interview Report**

Use the Orientation to Internship Site information, internet research and conversations (interview) with your internship site mentor to complete the following report. The information you gather is essential to completing your reflective paper and display board.

1. Organization name \_\_\_\_\_

2. Organization address \_\_\_\_\_

3. Describe your organization's history and development

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4. If your organization is part of a larger organization or group, name the parent organization and/or other divisions. \_\_\_\_\_

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5. If you are interning with a government agency, what is its level? (federal, state, county or city)

6. What is the major product, service or function of your organization?

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7. What are your organization's future employment and growth trends for the next 10 years?

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8. How does your organization support or volunteer within the community? \_\_\_\_\_

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9. Internship site mentor's name \_\_\_\_\_

10. Internship site mentor's position and responsibility with the company \_\_\_\_\_

11. Describe your internship mentor's additional responsibilities outside of the normal work day  
(travel, professional organizations and/or community activities) \_\_\_\_\_

12. What is your mentor's educational and employment history? \_\_\_\_\_

13. What is your internship mentor's best advice for a person interested in pursuing this career  
area?

## Reflective Paper Guidelines

- Address all required questions (this should result in a paper of 6 to 10 pages in length).
- A title page is not necessary, but complete identifying information must be included on page 1 (your name, course name, course instructor's name, the title of the paper, and the date), and subsequent pages must be labeled with your name and the page number.
- Google MLA guidelines for more information.

Answer the following pertinent questions in 6 separate paragraphs using acceptable grammar, spelling, punctuation and sentence structure. **Be thorough in your answers to each question, including specific examples to support your answers.** Refer to your orientation to site assignment, essays, internship site management and mentor interview report and your portfolio to compile your answers. A break is provided between sets of questions to indicate where paragraph breaks can be made.

- What is the name and location of your internship site?
  - Describe the organization's history and development.
  - What product or service does your organization provide? If a product is produced, show an example; if a service is provided show an advertisement, pamphlet or brochure
  - What is the projected growth for your organization in the next 10 years?
  - How are the organization and its employees involved in the community?
- 
- Who was your internship sponsor and what was his/her position and responsibility in the company?
  - What is his/her educational background and employment history?
  - Acknowledge other individuals with whom you spent time and explain their role in the organization and how they assisted you in your internship experience.
- 
- Describe your internship responsibilities, activities and experiences.
  - What aspect of your academic preparation was most relevant and helpful to you during your internship experience?
  - How did your personality, abilities and aptitudes meet the requirements of your internship site?
  - Give specific examples of your observation of and/or application of decision making based on critical thinking.
- 
- Give specific examples of your observation of and/or application of ethical principles such as honesty, integrity, respect and responsibility.
  - Give specific examples of your observation of and/or application of leadership skills.
  - Give specific examples of your observation of and/or application of the motivation to continue learning.
  - What has the internship taught you about being a responsible citizen?
  - Explain the relevance of your academic course work (math, science, social studies, communication, arts and technology) to your internship.
- 
- What is the essential question and answer your research and project revealed? Explain your project in detail.
  - Why did you select this particular project idea?
  - What planning, organization and collaboration was needed to complete the project?
  - What research was used and how does it support your project?
  - What did you learn from the project?
  - How have you applied and shared what you learned from your project to benefit you, your internship site, your school and/or your community?
  - How does the project demonstrate critical thinking, acquisition and application of academic knowledge and skills from your academy experience as well as from the internship site?

- What is your present career goal?
- What are your post-secondary education plans?
- Why did you choose to do an internship?
- How did the internship affect your feelings about pursuing this career area?

### **Visual Presentation Board**

Using a tri-fold display board measuring 3 feet by 4 feet prepare a visual display about your internship site, your internship site mentor and your internship experience. Use the information obtained in your internet research as well as the information you learned in the internship site management and mentor interview report. All materials on the board must be word processed; no hand lettering or writing is permitted. The use of computer generated pictures, graphics and/or graphs and charts is encouraged. This is your opportunity to advertise your internship site's product and/services to other people. The following information is required on your presentation board. You may add additional information that is not listed below. Your visual presentation board will be on display in the library and at your oral presentation.

Title: The name of your internship site  
 Location of your internship site – you may include a map  
 History and development of your internship site  
 Products, services and/or functions provided  
 Organizational flow chart/structure  
 Future employment and growth trends  
 Computer generated graphs illustrating some phase of the company/organization's operation  
 Job titles and educational preparation required of employees  
 Name, position and responsibilities and educational background of your site mentor

### **Library Review Guidelines**

From 4:45 to 5:30, interns display their portfolios, paper, project and visual display boards in the library for students, staff, mentors, parents and community members to review. This is an opportunity for all interested parties to see all the interns and their projects since interns are assigned to specific rooms by academy and/or interest area for the evaluation process. All interns are required to be present at this part of Sponsor Appreciation Night and be available to answer questions.

### **Oral Presentation Guidelines**

The oral presentation at Sponsor Appreciation Night consists of three parts. The first part of the oral presentation is a summary of your reflective paper. This part of the presentation will address paragraphs 1-4 of the reflective paper and should take 1/3-1/2 of your allotted time. The second part of the oral presentation is an explanation of your project and addresses paragraph 5 of the reflective paper. The essential question is stated and answered followed by an explanation of the research you conducted to answer the question. Explain why the project was chosen, how it relates to the essential question and how it will benefit you, your internship site, your school and/or your community. The project should demonstrate academic rigor and collaboration with your mentors. The oral presentation must show proficient use of oral and visual communication skills as well as effective use of technology. The final part of the presentation addresses paragraph 6 of

the reflective where you explain your career plans and you will introduce and give your internship site mentor and CV mentor their certificate of appreciation.

## **Portfolio Contents and Order**

### **Guidelines for the portfolio include the following.**

- 3-ring notebook with plastic front cover and inside pockets
- Adhesive divider tabs
- Plastic page covers for all materials
- Word processed materials and documents using same format and font
- Cover
  - Computer generated graphics in color that reflect your internship site
  - Intern's name
  - Location of internship
  - Date of internship
  - Internship site mentor's name
  - Castle View mentor's name

The required contents of the portfolio are listed below. Items with a \* are required. Student choice designation with an \* means an item is required, but it is the student's choice what to include. Suggested examples of items to document the student's learning and accomplishments are listed in each section. Additional items specific to the student may be added to document the individual student's learning and accomplishments

### **Letter of Introduction (See Portfolio Letter of Introduction Organizer p. 38 of handbook)**

### **Table of Contents (Listed by main divider headings only)**

#### **Divider: Job Seeking Skills**

- \*Reference List
- \*Profile form completed for Letters of Recommendation printed from Naviance – <http://connection.naviance.com/castleview> (under “about me” tab on your personal page)
- \*Resume
- \*Cover Letter (Letter of Application) to Internship Site (week 5 pre-internship seminar)
- \*Thank You Letter for Interview at Internship Site -hard copy, business letter format (week 7 pre-internship seminar)
- \*Internship Site Interview Evaluation - p.18 in handbook (week 6 pre-internship seminar)
- \*Thank You Letter to Internship Site Mentor sent at end of internship (hard copy, word processed business letter format)
- \*Thank You Letter to Castle View Mentor sent at end of internship (hard copy or handwritten)
- Letters of Recommendation – optional

#### **Divider: Internship Site Assignments**

- \*Internship Training Agreement p. (p.16 in handbook)
- \* Orientation to Site Checklist and Internship Site Goals (p.19 in handbook)
- \*Internship Site Management Report/Mentor Interview (p.30 in handbook)

- \* Information about Internship Site ( internet information and supplemental materials that may have been provided by employer: brochures, product catalogues, price sheets, directories of services, business cards of co-workers, etc.
- \*Internship Essays in Order by Date (p.29 in handbook)

**Divider: Internship Time Documentation**

- \*Time Logs in Order by Date (p.21 in handbook)
- \*Cumulative Hours Summary (p.22 in handbook)

**Divider: Internship Evaluation**

- \*Midterm Internship Site Mentor Evaluation ( p.41 in handbook)
- \*Final Internship Site Mentor Evaluation (p.43 in handbook)
- \*Internship Paper (p.32 in handbook)
- \*Internship Paper Evaluation (p.49 in handbook)
- \*Internship Project (visual documentation - slides of power point, picture, copy of pod cast, DVD, CD, charts or graphs, drawings, models and/or digital pictures)
- \*Internship Project Evaluation (p.48 in handbook)
- \*Internship Portfolio Evaluation (p.51 in handbook)
- \*Internship Oral Presentation Evaluation (p.45 in handbook)
- \*Internship Visual Display Board picture
- \*Internship Visual Display Board Evaluation (p. 47 in handbook)

**Divider: Academic Knowledge and Performance**

Artifacts that demonstrate critical thinking and acquisition of academic knowledge and skills in arts (fine and practical), communication (reading, writing and speaking), mathematics, science, social studies and technology.

- \*Most Recent Transcript (available on IC through student portal)
- \*ACT/SAT/CSAP/PLAN/PSAT/ASVAB Scores
- \*Student Choice

**Suggested artifacts to use for additional documentation**

- AP Test Scores (if available)
- Academic Honors and/or Awards
- Letters of Nomination to Academic Organizations
- Articles About Your Academic Success
- Examples and evaluation of writing samples, research papers, pictures of art work, science experiments, technology presentations, literary analysis completed in CVHS/College Classes

**Write a short essay (100 words) about one of the artifacts you documented in this section. (See the Self Reflection Prompts p. 39 in the handbook) Place your reflection at the beginning of the section.**

**Divider: Personal, Post Secondary and Career Investigation and Preparation**

Artifacts that demonstrate the self-motivation and resourcefulness to continue learning about yourself and post secondary and career opportunities -

- \*Naviance “Learning Style Inventory” Results (<http://connection.naviance.com/castleview>)
- \*Naviance “My Personality Type” Results for Do What You Are
- \*Naviance “Explore Interests” Results for Career Interest Profiler
- \*Naviance Under College tab Enter Colleges I’m Thinking About” and Print
- \*Establish a common application username and password and save in Navance journal and complete FERPA form. Under the College tab print the page “Colleges I’m Applying To will document the completion of both forms

### **Suggested artifacts to use for student choice or for additional documentation**

Naviance College Investigation Print Out  
Naviance Career Investigation Print Out  
Document establishment of an account for CollegeInColorado ([www.collegeincolorado.org](http://www.collegeincolorado.org))  
College in Colorado Work Values Sorter ([www.CollegeInColorado.org](http://www.CollegeInColorado.org))  
Essay for college or scholarship applications  
Application for College Opportunity Fund ([www.collegincolorado.org](http://www.collegincolorado.org)) Print Out  
FAFSA Registration Documentation ([www.fafsa.ed.gov](http://www.fafsa.ed.gov)) after January 1, 2011  
College Application(s)  
College Acceptance Letter(s)  
Scholarship Application(s)  
Scholarship Acceptance Letter(s)  
Documentation of College Site Visit(s)  
Documentation of College Fair Attendance  
Documentation of Completion of College Course Work  
Documentation of Job Shadowing and/or Internship Experience  
Documentation of Conferences/Conventions Attended

**Write a short essay (100 words) about one of the artifacts you documented in this section. (See the Self Reflection Prompts p. 39 in the handbook) Place your reflection at the beginning of the section.**

### **Divider: Personal Qualities**

Artifacts that demonstrate leadership skills, ethical principles such as honesty, integrity, justice and respect for the rule of law, altruistic responsibility to family, fellow citizens and the global community, acceptance of personal responsibility for social, emotional and physical wellbeing and the development of positive self-esteem through achievement.

- \*Community Service and/or Volunteer Documentation
- \*Most Recent Attendance Report – available on IC student portal
- \*Student Choice

### **Suggested Artifacts for Student Choice or for Additional Documentation**

Leadership Roles Inside or Outside of School  
Membership in Organizations Which Foster the Principles Listed Above  
Documentation of Exercise and Healthy Lifestyle Choices  
Community Awards  
Scouting Designations  
Letters of Commendation and/or Appreciation  
Community Awards

**Write a short essay (100 words) about one of the artifacts you documented in this section. (See the Self Reflection Prompts p. 39 in the handbook) Place your reflection at the beginning of the section.**

### **Divider: Application of Knowledge and Skills**

Artifacts that demonstrate the productive application of academic knowledge and skills in the arts, communication, mathematics, science, social studies and technology to real word situations

- \*Student Choice
- \*Student Choice
- \*Student Choice

### **Suggested Artifacts for Student Choice or for Additional Documentation**

Documentation of Work Experience  
Employment Performance Reviews  
Articles Written for Publication

Licenses and/or Certificates Obtained  
Participation in Competitions  
Participation in Extracurricular Activities  
Technology Projects of Your Original Design

**Write a short essay (100 words) about one of the artifacts you documented in this section. (See the Self Reflection Prompts p. 39 in the handbook) Place your reflection at the beginning of the section**

## Portfolio Letter of Introduction Organizer

Your Full Name  
Street Address  
City, State, Zip Code  
Your Home Phone Number  
Email

### Paragraph 1: Personal introduction

In preparation for reviewing my portfolio, please allow me to introduce myself. My name is \_\_\_\_\_ . I am a senior at \_\_\_\_\_ .  
I am a member of the Castle View High School Senior Internship program. For the past (term, semester) I have been an intern at \_\_\_\_\_ .  
This program has provided me with the opportunity to learn about \_\_\_\_\_ .  
I encourage you to look through the various sections of my portfolio and learn more about me as a person and a learner.

### Paragraph 2: Goals

- A. My personal goals are
- B. My career goals are
- C. My plans for reaching my goals are
- D. The Castle View Senior Internship program will help me reach my goals by

### Paragraph 3: Conclusion

The samples contained in this portfolio demonstrate my abilities and experience. Thank you for your consideration and for taking the time to review my portfolio

Sincerely,

Your Full Name (typed)

## Self Reflection Prompts for Portfolio Artifacts

Specific sections of your portfolio require self-reflection on an item of documentation. Self reflection provides an opportunity to discuss the item from one of several different perspectives. Listed below are a variety of prompts. Select at least three for each self reflection. The prompt you select will depend on the item and how you wish to discuss it. You may also develop and use your own prompts if those listed do not meet your needs. Include the name of your artifact. Below the artifact name, word process a 100 word essay (well developed with introductory sentence, supporting details and concluding sentence). After completing the self reflection, place it at the beginning of the section.

### Self Reflection Example

#### Reflection: Internship Site Mentor Interview Evaluation

I learned that being prepared is very important for a successful interview. (*Prompt 2*) I prepared by going through frequently asked interview questions and practicing with my parents. As a result, I felt well prepared and somewhat relaxed during the interview. I would rate my performance as about a 9-10. (*Prompt 4*) My score on the evaluation form completed by my internship site mentor supports my rating. The professional interview experience will definitely be helpful when I do future interviews. (*Prompt 1*) Each interview is a learning experience I can build on for the future.

### Self Reflection Prompts

1. How did this artifact help you develop skills and knowledge important to your personal, academic and/or career development?
2. What did you learn from this artifact?
3. If you could redo this artifact, what would you do differently?
4. How would you rate the quality of your work on this artifact? What criteria did you use to assign this rating?
5. What problems did you encounter in completing this artifact and how did you solve them?
6. What are the strengths and/or weaknesses of your work on this artifact?
7. What competencies are demonstrated by this artifact?
8. What classes, employment and/or extracurricular activities or experiences helped you in completing this artifact?
9. What advice would you give other students who would be involved in this or a similar artifact?
10. What did completing this artifact teach you about yourself?
11. How did you grow or develop as a person as a result of this artifact?
12. How did you apply critical thinking to the completion of this artifact?
13. How did you apply academic knowledge and skills to the completion of this artifact?
14. How were ethical principals such as honesty, integrity, justice and respect demonstrated in the completion of this artifact?
15. How did this artifact contribute to the well-being of your family, friends, school, community or the global community?
16. How did this artifact contribute to your self esteem?

## **Sponsor Appreciation Day/Night Schedule**

Interns will remain in the building the day of Sponsor Appreciation Night. During their assigned internship release time they will meet with the Internship Administrator/Assistant. At that time the oral presentation including the technology piece and the visual presentation board will be shown and the oral presentation and technology piece practiced. The portfolio progress and completed and graded paper will be shown. Any remaining time will be used to complete necessary items for Sponsor Appreciation Night or practice the presentation.

- |             |   |
|-------------|---|
| 4:00 – 4:30 | Snacks available for interns in the Post Grad Center<br>Prepare and test technology in assigned presentation room   |
| 4:30        | Move to library for public viewing  |
| 4:45 – 5:30 | Display of portfolio, paper, project and visual display board for public viewing in the Library. All interns required to attend.<br>Snacks are available for presentation panel members in the Post Grad Center.  |
| 5:30        | Move to assigned presentation rooms.  |
| 6:00 – 8:00 | Presentations and recognition of internship site and Castle View mentors. <ul style="list-style-type: none"><li>• Each intern has 15 minutes to orally present his/her paper, project and visual presentation board.</li><li>• At the end of the presentation the intern is open to questions from the panel and/or observers.</li><li>• Interns are grouped in presentation rooms by academy and/or internship site career area.</li><li>• Presentation Panel consists of 3-5 professionals and may include Castle View mentor, internship site mentor, community members, Castle View staff, including members of the intern's academy, school board members, school officials and/or experts in the career interest area.</li><li>• Panel members evaluate the project and oral and visual presentation using rubrics provided</li><li>• Following the presentation, the intern will introduce and thank the internship site and Castle View mentors and present certificates.</li><li>• Interns are required to remain in the assigned presentation room until all interns have presented and mentors are recognized.</li><li>• Failure to attend the public viewing in the Library and/or the evaluation session will result in a 0 being recorded for the portfolio, oral and visual presentation and project evaluations. Excused absences will be granted for illness (documented by a doctor's note) or death in the family. In the case of an excused absence, the presentations will be rescheduled.</li></ul> |

## Intern Mid-term Internship Site Evaluation

Student \_\_\_\_\_ Mentor \_\_\_\_\_

Organization \_\_\_\_\_ Evaluation Date \_\_\_\_\_

This evaluation is designed to provide feedback on performance to assist the intern in his/her academic, personal and professional development. Please be as candid as possible when evaluating the intern. After completing the evaluation, please review and discuss it with the intern. Record your appraisal of the intern's performance by placing an X on the line preceding the statement that best describes the intern's performance. Space has been provided for comments to substantiate your score. For any items with a rating of "1" or "2", please provide an explanation on the right side of the page, under "Comments."

<p><b>Quality of Work – accuracy, neatness, thoroughness</b></p> <p>_____ 5. Exceptionally high</p> <p>_____ 4. Neat and thorough with few errors</p> <p>_____ 3. Acceptable with occasional errors</p> <p>_____ 2. Marginal with frequent errors or oversights</p> <p>_____ 1. Almost always inferior with abnormal number of errors</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Quantity of Work – output of assignments</b></p> <p>_____ 5. Consistently produces more than expected</p> <p>_____ 4. Usually does more than expected</p> <p>_____ 3. Frequently completes more than required amount</p> <p>_____ 2. Completes required amount but seldom more</p> <p>_____ 1. Completes less than the required amount</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Attitude Regarding Job Assignments – willingness to cooperate and comply with requests</b></p> <p>_____ 5. High interest; very enthusiastic</p> <p>_____ 4. Takes pride in work well done</p> <p>_____ 3. Willing when told to do something</p> <p>_____ 2. Little interest or enthusiasm</p> <p>_____ 1. Refused all but assigned duties</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Attendance – regularity in maintaining working hours</b></p> <p>_____ 5. Always present and punctual</p> <p>_____ 4. Rarely misses work or is late</p> <p>_____ 3. Usually can be relied on to be present and on time</p> <p>_____ 2. Attendance and punctuality is erratic</p> <p>_____ 1. Attendance and punctuality are extremely poor</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Appearance – clothing, grooming and hygiene meet company standards</b></p> <p>_____ 5. Always appropriate</p> <p>_____ 4. Appropriate, with 1 or 2 exceptions</p> <p>_____ 3. Appropriate, with 3 or 4 exceptions</p> <p>_____ 2. Inconsistent</p> <p>_____ 1. Seldom appropriate</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Communication – ability to convey ideas and information in oral and written form</b></p> <p>_____ 5. Expresses self fluently and intelligently</p> <p>_____ 4. Conveys ideas and information well</p> <p>_____ 3. Usually conveys information and ideas clearly and understandably</p> <p>_____ 2. Conveys ideas and information with some difficulty</p> <p>_____ 1. Expresses self poorly.</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>

<p><b>Critical Thinking/Problem Solving – ability to use data to make decisions</b></p> <p>_____ 5. Able to process data and make logical decisions based on information</p> <p>_____ 4. Demonstrates the capacity to use data to make decisions</p> <p>_____ 3. Requires assistance to use data in decision making</p> <p>_____ 2. Difficulty in using data for decision making</p> <p>_____ 1. Unable to use data to make decisions</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Adaptability – ability to be flexible and accept change</b></p> <p>_____ 5. Adept at meeting changing conditions</p> <p>_____ 4. Readily adjusts to change</p> <p>_____ 3. Makes necessary adjustment with guidance</p> <p>_____ 2. Difficulty in adapting to new situations</p> <p>_____ 1. Unable to adjust to changing situations</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Initiative – ability to work independently and look for learning opportunities</b></p> <p>_____ 5. Resourceful, seeks new tasks to learn and do independently</p> <p>_____ 4. Asks for additional learning opportunities</p> <p>_____ 3. Acts voluntarily in routine situations</p> <p>_____ 2. Must be told what to do</p> <p>_____ 1. Requires repeated guidance and monitoring</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Social Interaction – ability to get along and work with others</b></p> <p>_____ 5. Always works in harmony with others; an excellent team player</p> <p>_____ 4. Congenial and helpful; works well with associates</p> <p>_____ 3. Relations with others are harmonious under normal circumstances</p> <p>_____ 2. Alienates others; causes friction and/or is uncommunicative</p> <p>_____ 1. Antagonistic; pulls against rather than working with others</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Reaction to Supervision – Ability to accept suggestions and feedback</b></p> <p>_____ 5. Requests and is receptive to feedback and suggestions</p> <p>_____ 4. Responds positively and promptly to feedback</p> <p>_____ 3. Accepts feedback and tries to improve</p> <p>_____ 2. Accepts feedback, but fails to make changes</p> <p>_____ 1. Responds negatively to suggestions and feedback</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>
<p><b>Character/Ethical Behavior – ability to display professional behavior</b></p> <p>_____ 5. Professional behavior exhibited at all times</p> <p>_____ 4. Professional behavior exhibited routinely</p> <p>_____ 3. Reminders required to ensure professional behavior</p> <p>_____ 2. Incidents involving non-professional behavior have been noted</p> <p>_____ 1. Generally unprofessional behavior</p> <p>_____ Not applicable/not observed/not relevant</p>	<b>Comments</b>

Please acknowledge that this evaluation was shared and discussed with the intern and the intern was provided with a copy of the evaluation prior to sending it to the Internship Coordinator.

\_\_\_\_\_  
*Intern Signature*

Date \_\_\_\_\_

\_\_\_\_\_  
 Mentor Signature  
 Revised 11/5/2010

Date \_\_\_\_\_

## Intern Final Internship Site Evaluation

Student \_\_\_\_\_ Mentor \_\_\_\_\_

Organization \_\_\_\_\_ Evaluation Date \_\_\_\_\_

This evaluation is designed to provide feedback on performance to assist the intern in his/her academic, personal and professional development. Please be as candid as possible when evaluating the intern. After completing the evaluation, please review and discuss it with the intern. Record your appraisal of the intern's performance by placing an X on the line preceding the statement that best describes the intern's performance. Space has been provided for comments to substantiate your score. For any items with a rating of "1" or "2", please provide an explanation on the right side of the page, under "Comments."

<b>Quality of Work – accuracy, neatness, thoroughness</b>	<b>Comments</b>
<input type="checkbox"/> 5. Exceptionally high	
<input type="checkbox"/> 4. Neat and thorough with few errors	
<input type="checkbox"/> 3. Acceptable with occasional errors	
<input type="checkbox"/> 2. Marginal with frequent errors or oversights	
<input type="checkbox"/> 1. Almost always inferior with abnormal number of errors	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Quantity of Work – output of assignments</b>	<b>Comments</b>
<input type="checkbox"/> 5. Consistently produces more than expected	
<input type="checkbox"/> 4. Usually does more than expected	
<input type="checkbox"/> 3. Frequently completes more than required amount	
<input type="checkbox"/> 2. Completes required amount but seldom more	
<input type="checkbox"/> 1. Completes less than the required amount	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Attitude Regarding Job Assignments – willingness to cooperate and comply with requests</b>	<b>Comments</b>
<input type="checkbox"/> 5. High interest; very enthusiastic	
<input type="checkbox"/> 4. Takes pride in work well done	
<input type="checkbox"/> 3. Willing when told to do something	
<input type="checkbox"/> 2. Little interest or enthusiasm	
<input type="checkbox"/> 1. Refused all but assigned duties	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Attendance – regularity in maintaining working hours</b>	<b>Comments</b>
<input type="checkbox"/> 5. Always present and punctual	
<input type="checkbox"/> 4. Rarely misses work or is late	
<input type="checkbox"/> 3. Usually can be relied on to be present and on time	
<input type="checkbox"/> 2. Attendance and punctuality is erratic	
<input type="checkbox"/> 1. Attendance and punctuality are extremely poor	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Appearance – clothing, grooming and hygiene meet company standards</b>	<b>Comments</b>
<input type="checkbox"/> 5. Always appropriate	
<input type="checkbox"/> 4. Appropriate, with 1 or 2 exceptions	
<input type="checkbox"/> 3. Appropriate, with 3 or 4 exceptions	
<input type="checkbox"/> 2. Inconsistent	
<input type="checkbox"/> 1. Seldom appropriate	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Communication – ability to convey ideas and information in oral and written form</b>	<b>Comments</b>
<input type="checkbox"/> 5. Expresses self fluently and intelligently	
<input type="checkbox"/> 4. Conveys ideas and information well	
<input type="checkbox"/> 3. Usually conveys information and ideas clearly and understandably	
<input type="checkbox"/> 2. Conveys ideas and information with some difficulty	
<input type="checkbox"/> 1. Expresses self poorly.	
<input type="checkbox"/> Not applicable/not observed/not relevant	
<b>Critical Thinking/Problem Solving – ability to use data to make decisions</b>	<b>Comments</b>
<input type="checkbox"/> 5. outstanding	
<input type="checkbox"/> 4. good	
<input type="checkbox"/> 3. average	
<input type="checkbox"/> 2. marginal	
<input type="checkbox"/> 1. unsatisfactory	
<input type="checkbox"/> Not applicable/not observed/not relevant	

**Adaptability – ability to be flexible and accept change**

Comments

- \_\_\_\_\_ 5. Adept at meeting changing conditions
- \_\_\_\_\_ 4. Readily adjusts to change
- \_\_\_\_\_ 3. Makes necessary adjustment with guidance
- \_\_\_\_\_ 2. Difficulty in adapting to new situations
- \_\_\_\_\_ 1. Unable to adjust to changing situations
- \_\_\_\_\_ Not applicable/not observed/not relevant

**Initiative – ability to work independently and look for learning opportunities**

Comments

- \_\_\_\_\_ 5. Resourceful, seeks new tasks to learn and do independently
- \_\_\_\_\_ 4. Asks for additional learning opportunities
- \_\_\_\_\_ 3. Acts voluntarily in routine situations
- \_\_\_\_\_ 2. Must be told what to do
- \_\_\_\_\_ 1. Requires repeated guidance and monitoring
- \_\_\_\_\_ Not applicable/not observed/not relevant

**Social Interaction – ability to get along and work with others**

Comments

- \_\_\_\_\_ 5. Always works in harmony with others; an excellent team player
- \_\_\_\_\_ 4. Congenial and helpful; works well with associates
- \_\_\_\_\_ 3. Relations with others are harmonious under normal circumstances
- \_\_\_\_\_ 2. Alienates others; causes friction and/or is uncommunicative
- \_\_\_\_\_ 1. Antagonistic; pulls against rather than working with others
- \_\_\_\_\_ Not applicable/not observed/not relevant

**Reaction to Supervision – Ability to accept suggestions and feedback**

Comments

- \_\_\_\_\_ 5. Requests and is receptive to feedback and suggestions
- \_\_\_\_\_ 4. Responds positively and promptly to feedback
- \_\_\_\_\_ 3. Accepts feedback and tries to improve
- \_\_\_\_\_ 2. Accepts feedback, but fails to make changes
- \_\_\_\_\_ 1. Responds negatively to suggestions and feedback
- \_\_\_\_\_ Not applicable/not observed/not relevant

**Character/Ethical Behavior – ability to display professional behavior**

Comments

- \_\_\_\_\_ 5. Professional behavior exhibited at all times
- \_\_\_\_\_ 4. Professional behavior exhibited routinely
- \_\_\_\_\_ 3. Reminders required ensuring professional behavior
- \_\_\_\_\_ 2. Incidents involving non-professional behavior have been noted
- \_\_\_\_\_ 1. Generally unprofessional behavior
- \_\_\_\_\_ Not applicable/not observed/not relevant

*Evaluate the intern on the 3-5 specific goals established at the beginning of the internship experience using the criteria listed. Please substantiate your score with specific comments.*

Goal 1 \_\_\_\_\_

- \_\_\_\_\_ 5. outstanding
- \_\_\_\_\_ 4. good
- \_\_\_\_\_ 3. average
- \_\_\_\_\_ 2. marginal
- \_\_\_\_\_ 1. unsatisfactory

Goal 2 \_\_\_\_\_

- \_\_\_\_\_ 5. outstanding
- \_\_\_\_\_ 4. good
- \_\_\_\_\_ 3. average
- \_\_\_\_\_ 2. marginal
- \_\_\_\_\_ 1. unsatisfactory

Goal 3 \_\_\_\_\_

- \_\_\_\_\_ 5. outstanding
- \_\_\_\_\_ 4. good
- \_\_\_\_\_ 3. average
- \_\_\_\_\_ 2. marginal
- \_\_\_\_\_ 1. unsatisfactory

Goal 4 \_\_\_\_\_

- \_\_\_\_\_ 5. outstanding
- \_\_\_\_\_ 4. good
- \_\_\_\_\_ 3. average
- \_\_\_\_\_ 2. marginal
- \_\_\_\_\_ 1. unsatisfactory

Goal 5 \_\_\_\_\_

- \_\_\_\_\_ 5. outstanding
- \_\_\_\_\_ 4. good
- \_\_\_\_\_ 3. average
- \_\_\_\_\_ 2. marginal
- \_\_\_\_\_ 1. unsatisfactory

Please acknowledge that this evaluation was shared and discussed with the intern and the intern was provided with a copy of the evaluation prior to sending it to the Internship Coordinator.

Intern Signature \_\_\_\_\_

Date \_\_\_\_\_

Mentor Signature \_\_\_\_\_

Date \_\_\_\_\_

## Oral Presentation of Reflective Paper and Project Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box.

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Attire</b>	Business causal, very professional look.	Business causal.	Business causal, but was somewhat unkempt.	General attire not appropriate for audience (jeans, t-shirt, shorts, flip flops, tennis shoes).
<b>Posture and Eye Contact</b>	Stands up straight, looks relaxed and confident. Establishes and maintains eye contact with everyone in the room during the entire presentation.	Stands up straight and attempts to establish and maintain eye contact during the presentation.	Lacks good posture and fails to establish and maintain eye contact during the presentation.	Slouches and/or sits on a chair or at or on the desk and does not look at people during the presentation
<b>Enthusiasm</b>	Facial expressions, body language and voice demonstrate a strong interest and enthusiasm about the topic in others.	Facial expressions, body language and voice sometimes demonstrate interest and enthusiasm about the topic in others.	Facial expressions, body language and voice attempt to generate enthusiasm, but seems somewhat contrived	Lack of facial expressions, body language and voice to demonstrate interest in the topic.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems prepared but additional rehearsal would have improved the presentation.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student is not prepared to present.
<b>Speaks Clearly</b>	Speaks clearly and distinctly with sufficient volume to be heard by the audience throughout the entire presentation.	Speaks clearly and distinctly with sufficient volume to be heard by the audience during most of the presentation.	Speech lacks clarity and volume making it difficult for the audience to hear the entire presentation.	Often mumbles or can not be heard or understood by the audience the majority of the time.
<b>Vocabulary</b>	Uses extensive vocabulary and terms learned during internship. Extends audience vocabulary and knowledge by defining words and acronyms that might be new to the audience. Avoids the use of slang and generalities such as "stuff", "like", "you know."	Uses vocabulary and terms learned during internship. Extends audience vocabulary and knowledge by defining words and acronyms that might be new to the audience. Uses some slang or generalities such as "stuff", "like" "you know".	Uses limited amount of vocabulary or terms learned at the internship. Fails to define or explain words or acronyms that might be new to the audience. Language includes slang and generalities.	Fails to use vocabulary or terms learned at the internship. Audience vocabulary and knowledge is not extended. Frequently uses slang and generalities.

<b>Content (see attached content list)</b>	Shows a full understanding of the topic. Address all required topics	Shows a good understanding of the topic. Addresses most of the required topics	Shows a good understanding of parts of the topic. Addresses some of the topics.	Does not seem to understand the topic very well. Addresses few of the required topics.
<b>Time-Limit</b>	Presentation is 13-17 minutes long.	Presentation is 11-12 or 18-19 minutes long.	Presentation is 9-10 or 20-21 minutes long.	Presentation is less than 9 minutes OR more than 21 minutes.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed about the topic.	Student is able to accurately answer most questions posed about the topic.	Student is able to accurately answer a few questions posed about the topic.	Student is unable to accurately answer questions posed about the topic.
<b>Use of Technology</b>	Presentation demonstrates student's ability to use current technology at an advanced level	Presentation demonstrates student's ability to use technology at a high level.	Presentation demonstrates student's ability to use technology.	Presentation lacks use of technology
<b>Total Points x5</b>				

## Visual Presentation Board Evaluation Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Title</b>	Title can be read from 6 ft. away and is quite creative.	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the presentation board.
<b>Attractiveness</b>	The presentation board is exceptionally attractive in terms of color, design, layout, and neatness.	The presentation board is attractive in terms of color, design, layout and neatness.	The presentation board is acceptably attractive though it may be a bit messy.	The presentation board is distractingly messy or very poorly designed. It is not attractive.
<b>Labels</b>	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Required elements on the presentation board are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR required elements were not labeled.
<b>Required Elements of Content (see content elements attached)</b>	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements is included on the poster.	Several required elements were missing.
<b>Graphics and Lettering</b>	The graphics and lettering used on the presentation board are computer generated and reflect an exceptional degree of student creativity in the creation and/or display.	The graphics and lettering used on the presentation board are computer generated and reflect student creativity in the creation and/or display.	Some graphics and lettering used on the presentation board are computer generated, but lack creativity and professional appearance.	The graphics and lettering used on the presentation board are not computer generated and lack creativity and professional appearance.
<b>Mechanics and Grammar</b>	Capitalization, punctuation and grammar are correct throughout the presentation board.	There is 1 error in capitalization, punctuation and/or grammar	There are 2 errors in capitalization, punctuation and/or grammar.	There are more than 2 errors in capitalization, punctuation, and/or grammar.
<b>Total Points x 5</b>				

## Project Evaluation Rubric

Evaluator: Please place points awarded for each area in the space provided in the category box.

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Originality of Presentation</b>	Project presentation shows a large amount of original thought. Ideas are creative and inventive.	Project presentation shows some original thought. Work show new ideas and insights.	Project presentation shows little evidence of original or creative thinking.	Project presentation shows no evidence of original or creative thinking.
<b>Essential Question</b>	Essential question is clearly stated and answer is clearly evident at end of presentation.	Essential question is stated and answered by end of presentation.	Essential question is vague and answer is unclear at end of presentation.	Essential question is not stated or answered.
<b>Articulation of Content</b>	Presentation explains the project in depth with details and examples. Project knowledge is excellent.	Presentation includes essential information about the project. Project knowledge appears to be good.	Presentation includes information about the project. Project knowledge is fair.	Presentation includes minimal information about the project. Project knowledge is lacking.
<b>Evidence of Research and Collaboration</b>	Project shows extensive, in-depth research and collaboration.	Project shows good research and collaboration.	Project shows minimal research and collaboration.	Project shows no research and collaboration.
<b>Evidence of Learning</b>	The project demonstrates a high level of rigor and academic challenge. Application of knowledge and skills from academic and internship experience is evident.	The project demonstrates an academic challenge and application of knowledge and skills from academic and internship experience.	The project shows limited rigor and academic challenge. There is some application of knowledge and skills from academic and internship experience.	The project lacks rigor and academic challenge. There is little application of knowledge and skills from academic and internship experience.
<b>Related to Internship Site Experience</b>	The project topic is highly relevant to the internship site experience.	The project is relevant to the internship site experience.	The project is somewhat relevant to the internship site experience.	The project is not relevant to the internship site experience.
<b>Contribution</b>	The project strongly benefits the internship site, the school, the community and/or the student.	The project has some benefit to the internship site, the school, the community and/or the student.	The project has minimal benefit to the internship site, the school, the community and/or the student.	The project lacks benefit to the internship site, the school, the community and/or the student.
<b>Total Points x 5</b>				

The essential question of the project is

The answer to the essential question is

## 6+1 Trait Writing Model: Reflective Paper Evaluation

Evaluator: Please place points awarded for each area in the space provided in the category box.

Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
<b>Grammar &amp; Spelling (Conventions)</b>	Writer makes no errors in grammar or spelling that distracts the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distracts the reader from the content.
<b>Capitalization &amp; Punctuation (Conventions)</b>	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
<b>Sentence Structure (Sentence Fluency)</b>	All sentences are well-constructed with varied structure. Sentences sound natural when read aloud. Each sentence is clear and easy to understand.	Most sentences are well-constructed with varied structure. Almost all sentences sound natural when read aloud, but a few are stiff and awkward or difficult to understand.	Most sentences are well-constructed but have a similar structure. Most sentences sound natural when read aloud, but some are stiff and awkward or are difficult to understand.	Sentences lack structure and appear incomplete or rambling. Sentences are difficult to read aloud because they are awkward, repetitive or difficult to understand.
<b>Paragraph Construction</b>	All paragraphs include introductory sentence, explanations or details and concluding sentence.	Most paragraphs include introductory sentence, explanations or details and concluding sentence.	Paragraphs included related information but were typically not constructed well.	Paragraphing structure was not clear and sentences were not typically related within the paragraphs.
<b>Adding Personality (Voice)</b>	The writer seems to be writing from knowledge or experience. The author has personalized the ideas.	The writer seems to be drawing on knowledge or experience, but there is a lack of ownership of the topic.	The writer relates some of his own knowledge or experience, but it adds nothing to the discussion of the topic.	The writer has not tried to deliver the information in a personal way.
<b>Focus and Support of Topic (Content)</b>	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.

<b>Sequencing (Organization)</b>	Introduction is inviting and previews the paper. Details are placed in logical order and hold the interest of the reader. Conclusion is strong and summarizes the writer's purpose.	Introduction states the main topic and previews the paper. Details are placed in a logical order, but the way in which they are presented makes the writing less interesting.	Introduction states the main topic, but does not adequately preview the paper. Some details are not in a logical or expected order, and this distracts the reader. The conclusion is recognizable, but does not fully summarize the paper.	There is no clear introduction. Many details are not in a logical or expected order. There is little sense that the writing is organized. There is no clear conclusion.
<b>Amount of Information</b>	All topics in each paragraph are addressed and answered thoroughly. Student adds additional information not required.	All topics in each paragraph are addressed and answered thoroughly.	Most topics in each paragraph are addressed and answered. More detail could be provided.	Some of the topics are not addressed and answered. There is a lack of detail.
<b>Total Points x 5</b>				

Castle View Mentor Signature\_\_\_\_\_

Date of Grading\_\_\_\_\_

## Senior Internship Portfolio Evaluation Rubric

<p>_____ Portfolio Cover (10)</p> <ul style="list-style-type: none"> <li>Computer generated graphics in color that reflect internship site</li> <li>Intern's name</li> <li>Location of internship</li> <li>Date of internship</li> <li>Internship site mentor's name</li> <li>Castle View mentor's name</li> </ul> <p>_____ Portfolio Organization (10)</p> <ul style="list-style-type: none"> <li>3 ring notebook with plastic front cover/inside pockets</li> <li>Adhesive divider tabs visible when opened</li> <li>Plastic page covers for all materials</li> <li>Word processed materials and documents</li> </ul> <p>_____ Letter of Introduction (10)</p> <p>(grammar, punctuation, spelling and sentence and paragraph structure)</p> <p>_____ Table of Contents listed by divider headings (5)</p> <p>_____ Job Seeking Skills (14)</p> <ul style="list-style-type: none"> <li>Reference list</li> <li>Letters of recommendation form</li> <li>Resume</li> <li>Cover letter</li> <li>Thank you letter for interview at internship site</li> <li>Thank you letter to internship site mentor</li> <li>Thank you letter to Castle View mentor</li> </ul> <p>_____ Internship Site Assignments (13)</p> <ul style="list-style-type: none"> <li>Training agreement</li> <li>Orientation and Site goals</li> <li>Site management report/mentor interview</li> <li>Information about internship site from internet and/or mentor</li> <li>Internship essays</li> </ul> <p>_____ Internship Time Documentation (10)</p> <ul style="list-style-type: none"> <li>Time logs (9)</li> <li>Cumulative hours summary (1)</li> </ul> <p>_____ Total Points (150)</p>	<p>_____ Internship Evaluation (20)</p> <ul style="list-style-type: none"> <li>Midterm internship site evaluation</li> <li>Final internship site evaluation</li> <li>Visual display board picture</li> <li>Visual display board evaluation</li> <li>Internship paper</li> <li>Internship paper evaluation</li> <li>Internship project evaluation</li> <li>Internship oral presentation evaluation</li> <li>Internship portfolio evaluation</li> </ul> <p>_____ Academic Knowledge and Performance (13)</p> <ul style="list-style-type: none"> <li>Transcript</li> <li>Test scores</li> <li>Student choice</li> <li>Reflection (10)</li> <li>grammar, punctuation, spelling, content</li> </ul> <p>_____ Personal, Post Secondary and Career Investigation and Preparation (16)</p> <ul style="list-style-type: none"> <li>Learning style inventory</li> <li>Do what you are personality inventory</li> <li>Career interest profiler</li> <li>Colleges of Interest</li> <li>Common App</li> <li>FERPA</li> <li>Reflection (10)</li> <li>grammar, punctuation, spelling, content</li> </ul> <p>_____ Personal Qualities (13)</p> <ul style="list-style-type: none"> <li>Community service</li> <li>Attendance record</li> <li>Student choice</li> <li>Reflection (10)</li> <li>grammar, punctuation, spelling, content</li> </ul> <p>_____ Application of Knowledge and Skills (13)</p> <ul style="list-style-type: none"> <li>Student choice</li> <li>Student choice</li> <li>Student choice</li> <li>Reflection (10)</li> <li>grammar, punctuation, spelling, content</li> </ul>
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