

Internship Handbook For Sponsors



Montgomery County Public Schools
Department of Curriculum and Instruction
Careers and Postsecondary Partnerships
850 Hungerford Drive, Room 253
Rockville, Maryland 20850-1747
240-453-2486

Montgomery County Public Schools Internships

Contacts

Internship Coordinator

School

Telephone

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INTRODUCTION

What is an Internship?

A student internship is a paid or unpaid, career-focused experience during which a young person becomes directly involved for a defined period of time in business, government, industry, research, or social service. This experience

- complements the student's career goals and is managed under supervision
- is an opportunity for a student to attain first-hand knowledge about a career or field of study
- provides an opportunity for a student to apply the skills obtained in school to real work experiences while learning additional skills associated with the workplace
- allows students to experience options they may not have considered and make thoughtful decisions about continued education or full-time work

Thousands of interns have received experience in numerous career fields, and their evaluations of the experience have been overwhelmingly positive.

Program Goals

Career development in Montgomery County Public Schools (MCPS) strives to link school activities with workplace experiences. Internships enable students to:

- identify a career cluster of interest to them
- observe and participate in activities connected with a career cluster
- describe the requirements and characteristics of selected careers
- experience a range of choices and opportunities within a career area
- determine whether a career is compatible with their interests, values, skills, and aptitudes
- apply academic learning to practical situations
- apply out-of-school experience to classroom activities
- set priorities, plan use of time, and adhere to a schedule
- develop effective interpersonal skills
- develop important work habits such as promptness, reliability, and accuracy
- develop lifelong learning habits
- make the transition from school to post-secondary education and career
- develop working relationships with adults

In addition, each on-site supervisor and the intern coordinator should jointly develop student goals and assessment measures related to the specific internship.

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PREPARING FOR THE INTERN'S ARRIVAL

Like any newcomer, your intern will require some extra support at the beginning. The coordinator will remind you of the student's forthcoming arrival, which is your cue to begin preparing your organization for the experience.

To help you launch the placement smoothly, we have developed the following checklist:

- _____ **Have you designated a desk or workspace for exclusive use by the intern?** Like most of us, your intern will need a sense of stability in relating to a new environment, and having a work area of one's very own provides that anchor. Some basic desk equipment and supplies would also be helpful. Most interns are timid at first about making their needs known.
- _____ **Have you briefed your staff and especially your assistant about the intern's arrival and role in the organization?** Otherwise, confusion can develop between the intern and other staff in association with you. Generally, it is important for staff to know that the intern should have access to you and that they should provide assistance to the student. The intern should have a contact person to consult when you are unavailable. You might want to share a copy of the Memorandum of Understanding with that person. It would be helpful for them to know, for example, that the intern will be attending meetings and conferences and how the intern can schedule an appointment with you. You will also want the intern to have a copy of your daily schedule. Make sure the student knows the procedure to see you.
- _____ **Have you made certain that you will be available to meet with the intern that first day?** Nothing is more disappointing to a student than arriving at a new placement on the first day and finding the sponsor unavailable. If an emergency has suddenly arisen, please have a staff member assume responsibility for orientation and provide assurance that you will soon be available.
- _____ **Have you compiled an "intern kit" of some basic informational materials about your organization?** This might include a calendar, staff directory, organizational chart, annual report, publications, various reports including rules and regulations, and a copy of your schedule for the first week.
- _____ **Have you scheduled appointments with some key staff members?** Not an absolute necessity, but this might be a businesslike way for the intern to become acquainted with the organization.
- _____ **Have you designated an "alternate sponsor" to provide assistance in your absence?** If you must be away from the office and cannot take your intern with you, a back-up person should be available.

GENERAL INFORMATION

Meetings

Most students have never been exposed to business meetings—high school club meetings hardly being analogous. Without some advance preparation, your intern can feel lost and become frustrated. Why does it take so long to get things done? Why are some meetings boring? These are typical questions. However, the intern still considers it a privilege to be invited to meetings, and we believe they are an invaluable part of the internship training, particularly if the intern has some role to play in the proceedings.

You should encourage the intern to come well prepared on issues and familiar with participants. This will require time on your part, or you can encourage the intern to do some independent research and brief you before meetings.

Otherwise, the student can always take notes, prepare a report for staff or the file, and suggest follow-up action to you.

Written Assignments

All interns, regardless of their academic backgrounds, will require some orientation in order to produce an appropriate memorandum or report for your organization. The learning process can be expected to take a little time but in most cases, will produce marked results. In giving written assignments, we suggest you do the following:

- Include samples of memos, letters, and reports so the intern can study their style and format.
- Provide any background files that would be helpful.
- Supply a dictionary.
- Encourage the preparation of a draft for review by an assistant or staff member before you review the final copy.

Office Policies and Procedures

Confidentiality

You should clearly explain policies with regard to confidentiality—within as well as outside the organization. Most high school students have never been exposed to confidential business matters. Consequently, the intern will need direction in making such distinctions and treating sensitive issues with discretion.

Your intern wants very much to gain your trust and confidence as part of your team, and will be protective of your interests. In fact, you will soon find the student to be loyal and supportive.

Questions and Suggestions

Encourage the intern to ask questions because some will be too shy to volunteer, and indicate when they should be raised. Does the student ask questions when they arise? Make a list to be reviewed at the end of the day? Also, indicate if the student may make suggestions.

In addition, you should suggest that the student develop assignment possibilities along with you and take initiative in assuming additional responsibilities.

Telephone

Your intern will undoubtedly be making calls on your behalf and answering the telephone from time to time. However, doing an effective job will require some training because few students have had business telephone experience.

Be prepared to brief your intern on the following: taking accurate messages; answering the telephone appropriately; calling other offices for information; and handling any special situations that may arise.

The prohibition against receiving personal calls, except in case of emergency, should also be clearly specified.

Taking Notes

Your intern can help keep track of the many business matters that come to your attention every day. However, few high school students have been trained in note taking, and you will want to work with your intern to develop this skill and to keep a file of names and titles of people you contact regularly. Also, suggest that the student keep a glossary of new terms encountered in the placement.

Introducing the Intern

In presenting the intern to a variety of people, you will want to consider how the intern fits in to your overall relationships with business associates. Some sponsors introduce the intern as a staff member while other sponsors are anxious to acquaint people with the program and therefore deliberately introduce the student as an intern. It is probably advisable to maintain some flexibility. You will also want the student to master the art of shaking hands, another new experience for most interns.

You should begin by presenting the student to your staff, preferably as soon after his/her arrival as possible. This might be done at a staff meeting, in scheduled appointments for the intern with key staff members or informal visits to various offices, through a memo, or all of the above.

Daily Schedule

You should arrange to supply the intern with a copy of your daily schedule so that the student can be prepared for each day's activities.

Addressing You

To put the intern at ease, indicate whether or not you are on a first-name basis with your staff.

Appearance

Be specific about what you consider appropriate grooming and dress for the placement. Otherwise, you will probably not feel comfortable including the student in your daily appointments. If you sense that the intern has any problems meeting your requirements, please discuss them with the coordinator. See the Sample Intern Guidelines Work Site, which follow on page 7.

Hours

The intern should be in your office during the agreed-upon hours and during regular business hours of your organization. Be firm about this, because the student should understand what a business entails. If any questions arise, please contact the coordinator before granting exceptions to this policy.

The internship will observe official school system holidays and other school closings such as inclement weather, but your intern may volunteer to come in if the office is open on school holidays. You will be supplied with a program calendar by the coordinator at the beginning of the term. In the event of a delayed opening for schools, it is the responsibility of the intern to phone you and notify you that he or she will not be in attendance. The intern's safety is our primary concern in this situation.

Lunch

Interns understand that they are responsible for providing their own lunch. However, your student should be informed about places to eat and particularly whether bringing a lunch is permissible. If you have occasion to invite the intern to a business lunch, please explain the financial arrangements in advance because the student may be shy to ask and may refuse the invitation.

Open Door Policy

The intern needs to know how to gain access to you. From your perspective, this may seem simple, but to the student it is a source of apprehension. Your intern's only prior experience with an office is probably related to school offices, and one does not usually enter offices uninvited. No doubt your office operates on certain formalities, but they may differ from school. It would be helpful for you to describe the style you would prefer.

Checking and Calling In

These, too, are new experiences for the intern. You will want to encourage the student to check with you or an assistant when leaving the office for any period of time, and to call if away for more than an hour. Since many high schools do not require students to call when ill, you should also make the intern aware of the importance of this practice in your office.

Files

The intern should learn how to find something in the files. Does a clerk or an assistant control them or should the intern take initiative in retrieving folders? Whatever the system, it should be explained to avoid misunderstandings. Interns should be told how they are allowed to log in to the computer.

Supplies

Because interns are often reluctant to make their needs known, you should explain your system for obtaining supplies and indicate what is available.

Suggestions from sponsors that have successfully worked with student interns:

- Coordinate programs with school internship office or coordinators, when possible.
- Screen students and provide job specifications like you would for permanent employees.
- Provide students with challenging work suited to their skills.
- Assign a supervisor or mentor to each student and clarify expectations and tasks of those individuals.
- Provide students with an orientation to the company—its mission, policies, and procedures.
- Expose students to other aspects of the company beyond the specific student assignments. In large companies, this might include an opportunity to learn about human resources, accounting, marketing, and sales, etc. and
- Evaluate the student, the supervisor, and the program. In formal internship programs, provide timely feedback and recommendations to the educators.

SAMPLE INTERN GUIDELINES WORK SITE

Welcome! We hope that your experience here will be beneficial to both you and us. While you are here, there are certain guidelines for you to follow. Please read through these and refer to them when the need arises.

Work Hours

Your normal internship hours will be _____. If you need to take a day off (other than for illness), you must get approval from your sponsor in advance. If you get sick and cannot come into the office, you must call your sponsor no later than _____ a.m. to let them know you will not be coming in. If you fail to call in when you are sick or to get prior approval to take a non-sick day, your sponsor will note this occurrence.

Behavior at Work

You will be working in a professional office and will be expected to act professionally. This means you will be expected to:

- always be on time
- work hard and act in a professional manner
- maintain confidentiality
- speak up when you don't understand something or don't have enough to do

You shouldn't:

- make personal calls on work time unless absolutely necessary
- take excessive breaks
- use office supplies or equipment for personal uses

Dress Code

The dress code is "business appropriate." Please adhere to the following list of acceptable/unacceptable clothing:

Acceptable

pants
jackets
casual skirts (no miniskirts)
ties
sweaters
low heeled or flat shoes

Unacceptable

jeans or leggings
shorts
tank tops
t-shirts
sun dresses
sneakers/tennis shoes

Evaluations

You will be evaluated by your sponsor twice during your internship. This evaluation will be sent to your MCPS internship coordinator to be used as a part of your grade.

Contacts (names and phone numbers of sponsor and other appropriate individuals. Also see "Emergency Accident Form, page 23). **Please give your parent or guardian your work number and your sponsor's work number to call in case of emergency.**

SUGGESTIONS & RECOMMENDATIONS FOR A SUCCESSFUL INTERNSHIP

1. Make sure that internships revolve around a special project related to the intern's career and academic interests.
2. If the project is long-term, it should be varied and offer the intern several kinds of responsibilities.
3. The internship should offer duties applicable to a future career in your profession.
4. It is crucial that a mentor/supervisor from the sponsoring department be assigned to work with the MCPS Internship Coordinator and student to develop the intern's work program as well as to supervise his/her work. This contact person is a key element of the internship's success.
5. A well-developed internship position will not only provide a student with a positive experience, but it can enhance an employee's managerial skills.
6. An ideal internship should require responsibilities involving general workplace expectations, analytical, writing, and verbal skills. In this way, the intern would expand his/her abilities and gain a fuller appreciation for the work required in your field.
7. It is important to choose an intern who is sincerely interested in the content of the work your office performs.
8. Work responsibilities should meet both departmental goals and the learning objectives of the intern and should be at least 80% substantive.
9. Job assignments may include the normal amount of copying, typing, filing, etc. that are part of the typical staff person's work.
10. Work assignments should enable the intern to see the "entire picture." The intern should be able to relate these assignments to the overall functioning of the department.

From: Partnerships for Youth Advancement
Montgomery County Office of Human Resources

“HOW MUCH CAN I REALLY INVOLVE THE INTERN?”

If sponsors are too timid with their interns, the students cannot be challenged to their capacities. We know you do not want to be a taskmaster, but you should feel free to make the intern an active part of your environment. The student wants very much to be involved in everything you do, and that necessarily involves assuming responsibilities. If you feel the load seems too intimidating to the intern, you can always make adjustments.

Please call the internship coordinator at the student's high school if you have further questions.

WHEN INEXPERIENCE PAYS

1. **Be prepared to teach.** Even if your intern is a self-starter, don't forget that she is there to learn. Expect to spend about 10 percent of your time instructing her, says Dorsey.
2. **Let them do important work.** This doesn't mean that everything your intern does is challenging. "In an entrepreneurial company, everyone does everything, and so do my interns," says Rosenberg. "They type and file, go to meetings, write reports, and plan media lists." But if all you need is clerical help, you and your would-be intern would be better off if you hire an office temp. Dorsey gives his part-time workers general assignments—write a press release, visit historic homes for potential house tours, research new markets—and then lets them get creative. If you have a lot on your plate and aren't sure what to hand over to your intern, ask her what kind of work she's interested in doing.
3. **Design specific projects that can be completed within the 10-week semester,** reminds Meyers. Students usually agree to internships for classroom credit, and they won't get a clear understanding of the field if the class has ended and the project is still chugging along.
4. **Work within the school calendar.** Ask them about exam dates, and if possible plan projects around their periods of maximum stress. Also keep in mind that they'll be off during spring and winter breaks.
5. **Be explicit about everything.** Don't just tell interns to show up when it's convenient, for example; instead, establish regular working hours—and hold them to it. Then set up the job like it's a classroom syllabus, says Stahl. Lay out the terms of the job, the workload, and exactly what they'll perform. If it's a specific project, describe their responsibilities, the order of work, and the projected completion date.
6. **Pay them, maybe.** There's a bit of disagreement about how important this is. Some employers, like Rosenberg, feel it's exploitative to get free work, and Stahl notes that the best students go for paying internships. Others, like Meyers, believe work experience is worth more than money for any student. "I once did an internship myself, wrote four papers about it for four different classes, and earned 16 credit hours of A's. You can't buy that," he says. Remember, though, that students are paying for those credits and may be on a limited budget. So you might offer a stipend to cover transportation or lunch.
7. **Check your liability.** Grace W. Weinstein, in her book *Financial Savvy for Self-Employed* (Henry Holt & Co.), notes that an intern is like an employee for all intents of the law and insurance. So if you're working at home, make sure you've beefed up your homeowner's policy to cover accidents and injuries that might occur because of your business. You'll also have to withhold income taxes and pay workers' compensation insurance if you're paying your intern as a regular employee (see "*Prove Your Independence*" in this issue). Every state has different rules about workers' comp, so check to see if a short-term internship might fall under the requirements.
8. **Invest in more equipment.** At the very least, provide your intern with a desk and chair—even if you can't spring for a full office. And setting up another computer (even if it's used) and installing an extra phone will double your productivity.
9. **If you want to hire your intern after the semester, speak up.** Most interns are in their senior year and are aggressively pursuing their careers. So, if you're considering hiring yours as an employee, say something early on—before she lines up another job.

10. **When one intern leaves, ask her to help you find another.** As part of the exit interview, Rosenberg asks her interns for ideas about how to make the experience better. Your students can redesign your next internship program *and* can help you find a replacement.

Ideal Jobs for Interns

The following is a list of tasks that you can assign to an intern. Aside from improving your operation, these will make an intern feel that he or she is learning about your business.

1. Develop a mailing list of new business clients.
2. Write direct-mail letters aimed at prospects.
3. Review and suggest improvements to your business accounting system.
4. Line up public speaking assignments for you.
5. Do market or advertising research.
6. Write a report or client proposal.
7. Design and produce your business cards, letterhead, or brochures.
8. Industry-specifications: If you are a caterer, let your intern plan and price a menu; if you're an architect, ask her to do rough sketches, come up with her own plans, or—if you really trust her—do measurements on job sites.
9. Create a database that tracks your business.
10. Set up a permanent internship program for your company.

SPONSOR RESPONSIBILITIES

Application Process

Interview potential interns.
Inform intern and/or MCPS internship coordinator of decision.
Give intern post interview feedback. (Optional)

Placement

Provide supervision by a responsible adult who is present while the intern is working.
Discuss your expectations and the intern's objectives for the internship with the intern.
Introduce the intern to staff members.
Designate and introduce an "alternative sponsor" to provide assistance in your absence.
Allow reasonable accommodations in accordance with the Americans with Disabilities Act for students with disabilities.

Attendance

Maintain an accurate record of the intern's attendance.
Call the MCPS internship coordinator if any of the following occur:

1. Intern is absent without calling in or making prior arrangements.
2. One unexcused absence (note to you due within three days of the absence).
3. More than three excused absences during one grading period.
4. Any attendance problem or other problem.

Discuss expected hours on site and procedure expected when intern will be absent or late.

Discuss days the intern will work considering school holidays, your holidays, school snow days and delayed openings. Interns should not be expected to report for work on school snow days or when school is dismissed early for inclement weather. The intern's safety is our primary concern in these situations.

Assignments and Grades

Discuss expectations and evaluation criteria with the intern.
Work with the MCPS coordinator to prepare an individualized student work plan.
Review evaluation with intern at midterm and the end of the semester.
Send evaluation to the MCPS internship coordinator twice during the semester.
(Form will be provided. See sample form on page 25.)

Training

Provide opportunities and guidance for the intern to participate in seminars or workshops including safety training if appropriate.

Provide opportunities and guidance for the intern to perform varied tasks.

Explain office dress code.

Discuss need for confidentiality and professionalism.

Give information on the office hierarchy, (organizational chart, telephone directory, etc.)

Seminars

Excuse the intern to attend scheduled seminars.

When appropriate, provide an opportunity for the intern to share and discuss the seminar content.

If applicable, the seminar schedule will be sent to you in September.

Project

Guide the intern in planning and executing a project.

Transportation

Arrange for security badges and parking permits, if necessary.

Safety and Insurance Regulations

If appropriate, include intern in safety training.

Maintain student emergency accident form.

REGULATIONS RELATING TO EMPLOYMENT OF MINORS

For Regulations regarding employment of minors please refer to the following websites:

The State of Maryland Division of Labor and Industry:

<http://www.dlr.state.md.us/labor/empm.html>

Maryland Occupational Safety and Health –Division of Labor and Industry:

<http://www.dlr.state.md.us/labor/mosh.html>

U.S. Department of Labor in the 21st Century-CFR, Title 29, Chapter V Part 570

http://www.dol.gov/dol/allcfr/Title_29/Part_570/toc.htm

INTERNSHIP FORMS FOR SPONSOR



**MONTGOMERY COUNTY PUBLIC SCHOOLS
DIVISION OF CAREER AND TECHNOLOGY EDUCATION
INTERNSHIP PROGRAM
MEMORANDUM OF UNDERSTANDING**

OBLIGATIONS OF PARTICIPANTS

Student Name	High School Name
Sponsor Organization	Sponsor Address

A. HIGH SCHOOL INTERN agrees to fulfill the following program obligations:

Duration: Participate in the program for a complete academic term, on-site with the sponsor and attending scheduled group seminars with intern coordinator and fellow student interns.

Transportation: Arrange own transportation to and from the intern site.

Home School: Maintain contact with the home school to determine any responsibilities the intern has there.

Meetings: Attend meetings and conferences with the site sponsor. Seek prior briefing on agenda, participants, and the role of the intern in the meeting.

Hours Worked: Learn the school procedure for recording hours worked and regularly report them.

Work Habits: Demonstrate good attendance and grooming, accuracy, orderliness, promptness, maturity, appropriate dress and proper business etiquette and professionalism.

Initiative: Seek additional responsibilities in the organization to enhance the learning experience.

Sponsor Conferences: Meet regularly with the sponsor to review learning experiences, seek advice on challenges, and clarify assignments.

Journals: Write a daily analytical log of internship activities focusing on personal reactions to program experiences and documenting what new knowledge and skills have been acquired. Submit the journal to the coordinator on a weekly basis.

Seminars: Attend scheduled seminars.

Assignments and Projects: Complete all assignments and projects as assigned by intern coordinator. Assignments and projects may be subject to review by the sponsor at the end of the internship.

B. SPONSOR agrees to fulfill the following program obligations:

Worker Compensation: Section 7-114, Education Article, Annotated Code of Maryland, requires that employers include students in unpaid work-based learning experiences as employees for purposes of coverage under the state worker compensation laws. Montgomery County Public Schools does not provide coverage for students.

Sex Offender Registrants: Section 11-722(c), Criminal Procedures Article, Annotated Code of Maryland, requires that any person who enters into a contract with the Montgomery County Public School Board of Education may not knowingly employ an individual to work at a school if the individual is a registered sex offender. Since an MCPS student will be working in your business or organization as part of his/her school program, you agree that you will not knowingly employ a registered sex offender at any worksite in which a student is placed.

Internship Plan: Work with the MCPS coordinator to prepare an individualized student work plan.

Supervision: Provide daily supervision or designate someone to do so.

Attendance: Verify student attendance. Notify the MCPS coordinator when student is absent without prior approval or for any other situation requiring attention.

Assessment: Make time available at the end of each 9-week term to evaluate the intern.

Summary: Review and sign off on the intern's summary of the internship experience.

Regulations: Adhere to the regulations of the Fair Labor Standards Act.

C. PARENT OR GUARDIAN of the intern agrees to meet the following obligations:

Work Habits: Reinforce the need for good attendance and the development of good work habits.

Transportation: Assure that the intern has transportation to and from the internship site.

Support: Provide encouragement and reinforcement.

Communication: Maintain contact with the coordinator about any program-related problems.

D. COORDINATOR agrees to fulfill the following program responsibilities:

Academic Progress: Work with student and school personnel to monitor student’s academic progress.

Objectives: Coordinate and monitor the internship experience on a day-to-day basis to assure that the program achieves the stated goals.

Policies: Inform the intern, sponsor, and parent or guardian about the purposes and policies of the program at the beginning of the term.

Site Visits: Make regular contacts with the sponsor to review the quality of the internship and the intern’s development in the program, to suggest necessary changes in approach, and to follow-up on recommendations. These contacts may be in the form of electronic mail, on- and off-site visitations, or teleconferencing.

E. CONNECTING ACTIVITIES: INTERN, SPONSOR, COORDINATOR

Training Plan: Jointly develop a plan whereby the intern will use and improve the academic skills he or she already has while learning new skills.

Organizational Overview: The sponsor will provide the intern with activities that provide a comprehensive view of the organization and focus on the roles, responsibilities, and functions of the organization. The intern will undertake these activities and seek insight into the qualities, skills, and knowledge that help an executive or manager perform effectively.

Assignments: Jointly define special assignments for the intern to meet the educational objectives of the program.

ACADEMIC CREDIT POLICY

The program is a demanding experience requiring analytical skills and mature judgment, the ability to function independently, written and oral communication skills, understanding of complex management elements, and comprehension of new knowledge. The program lasts a minimum of one academic term (18 weeks) and may necessitate longer hours than a student would ordinarily spend in the classroom.

Student signature	Date	MCPS Coordinator signature	Date
Parent signature	Date	Sponsor Signature	Date

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Learning Contract: Internship Program

Section I – Student Identification

Name _____ Social Security # _____

Address _____

Home Telephone # _____ E-mail # _____

Section II – Internship Description

Position Title _____ Supervisor's Name _____

Supervisor's Signature _____

Title _____

Agency name _____

Dates of Assignment _____ to _____ Hours per week _____

Agency Telephone # _____

Brief Description of Intern Responsibilities:

Section III –Goal Statement

Describe primary goals and objectives to be accomplished by your field experience:

Section IV – Approval Signatures

Student _____ Date _____

Advisor, Field Experience Program _____

Date _____

EMERGENCY ACCIDENT FORM

Name _____

Home Address _____

Home Phone _____

Person to contact in case of emergency

Name _____

Phone _____

Person to contact in case parents cannot be reached

Name _____

Phone _____

Family Doctor _____

Phone _____

Hospital Preference _____

Allergic to _____

Are you highly allergic to anything—i.e. beestings, etc. _____

Name of High School _____ Phone _____

Parents Emergency Information:

1. _____ Insurance Carrier _____

_____ Phone (home and work) Insurance Policy # _____

_____ Cell phone

2. _____

_____ Phone (home and work)

_____ Cell phone

Distribution: One copy to site sponsor, one to MCPS coordinator.

SAMPLE SPONSOR EVALUATION OF INTERN

Intern's Name: _____ Internship Site:

High School _____ Name/Title of Sponsor

Sponsor's Phone _____ Sponsor's Fax

Directions: Please circle the rating which best describes the performance or characteristics of the intern.

Ratings Key - Please circle

1	2	3	4	5	NA
Unsatisfactory	Satisfactory	Very Good	Excellent	Superior	Not Applicable or Not Observed

- | | | | | | | |
|---|---|---|---|---|----|---|
| 1 | 2 | 3 | 4 | 5 | NA | <u>QUALITY OF WORK</u> - Academic skills are reflected in assignments that are complete, accurate and orderly. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>TECHNICAL LITERACY</u> - Uses appropriate technology, equipment, and data. Shows ability to learn new technologies. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>THINKING SKILLS</u> - Applies creativity, decision making, problem solving and reasoning in the workplace. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>JOB SEEKING SKILLS</u> - Application package, interview, and first impressions of intern were favorable. The intern can clarify program expectations and personal objectives. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>TEAM MEMBER</u> - Works well with and for others. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>TIME MANAGEMENT</u> - Is able to schedule time efficiently and uses time effectively in accomplishing goals. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>DEPENDABILITY</u> - Reliable, on time, and productive in meeting deadlines. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>CAREER AWARENESS</u> - Recognizes the different roles, job requirements, and skills needed for careers encountered at the internship site. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>INITIATIVE</u> - Anticipates what needs to be done. Seeks new responsibilities, tasks, or skills. Does not hesitate to ask questions. |
| 1 | 2 | 3 | 4 | 5 | NA | <u>PROFESSIONALISM</u> - Conforms to policies, procedures, and safety standards. Respects confidentiality, security and privacy. Understands ethical issues related to the workplace. |

Return to _____, Internship Program Coordinator

Ratings Key - Please circle

1 Unsatisfactory	2 Satisfactory	3 Very Good	4 Excellent	5 Superior	NA Not Applicable or Not Observed
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- 1 2 3 4 5 NA ATTITUDE TOWARD INTERNSHIP - Enthusiasm and interest are apparent and consistent. Conveys a positive image of the intern program, sponsor, and intern site.
- 1 2 3 4 5 NA SELF-CONFIDENT - Poised and sincere in representing strengths and limitations. Establishes self in an adult role in the workplace. Can work independently.
- 1 2 3 4 5 NA PROFESSIONAL INTEREST - Seeks information from professionals, reads journals/articles, or participates in activities enhancing career development.
- 1 2 3 4 5 NA COMMUNICATION SKILLS - Demonstrates appropriate written and oral communication skills. Uses professional vocabulary. Exhibits unbiased behaviors.
- 1 2 3 4 5 NA SUPERVISORY RELATIONSHIP - Attentive, cooperative and responsive to supervision.
- 1 2 3 4 5 NA ACCEPTANCE OF FEEDBACK - Receives and uses suggestions to bring about positive changes in work habits.
- 1 2 3 4 5 NA RELIABILITY - Arrives on time, stays full time. Informs sponsor in advance of absences; makes up hours.
- 1 2 3 4 5 NA PERSONAL APPEARANCE - Is consistent with the image of the organization.

Overall Evaluation 1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Additional comments concerning the intern:

Comments about the internship program:

Signature of Intern Site Sponsor

Date

Name(s) of other evaluator(s)

Date

The Division of Partnerships and Instructional Technology, coordinates the Cooperative Education Program in which your student employee is enrolled. We appreciate your willingness to work with us in providing meaningful work-based learning experiences for our students.

In the interest of continuous improvement, you will be asked to complete side two of a **Questionnaire for Work-Based Learning** for each student intern. A sample questionnaire follows this page. The intent of this questionnaire is to collect and analyze information about students who are involved in work-based learning experiences. We are interested in your opinion of how well our students are prepared for and perform their work-based learning activities. Completed questionnaires will be analyzed and used at the local and state levels as a tool for program assessment and improvement.

The teacher/coordinator with whom you work at the local high school will distribute and collect the completed forms at the appropriate time. They may choose to use this form as part of the intern's final evaluation.

EVALUATION OF INTERN BY SPONSOR

To: _____ Re: _____

Intern's Primary Duty(ies) This Marking Period: _____

	Failing	D	C	B	A
	Needs Improvement	Fair	Satisfactory	Good	Excellence
Attendance					
Promptness					
Courtesy (Phones when appropriate)					
Cooperation (with other workers)					
Capacity to follow directions					
Acceptance of Constructive criticism					
Initiative (Does without having to be told)					
Participation (Suggests, asks questions)					
Confidence, Assertiveness					
Organization and planning of work					
Completion of tasks					
Learning growth					
Quality of assigned projects					

Comments:

Kim Curtis, Internship Coordinator

Please return to _____ at _____

SPONSOR EVALUATION OF INTERN

Please fill out this evaluation for your intern. Include any comments on a separate sheet of paper.

Criteria	Outstanding	Very Good	Average	Below Average	Poor	N/A
Attendance						
Punctuality						
Meets deadlines						
Interpersonal communication						
Understands and follows directions						
Shows judgment about when to seek further guidance, when to be self-reliant						
Demonstrates specific skills necessary to the position; e.g., writing, research, observation recording, graphic skills						
Has open mind, does not rush to judgment						
Accepts and makes positive use of criticism						
Understands and accepts necessity of some repetitive tasks						
Demonstrates problem solving orientation; looks for positives in difficult situations; looks upon problems as challenges						
Is inquisitive						
Has respect for the diversity of others						
Recognizes and accepts own limitations						
Willing to attempt new challenges						
Understands difference and strikes balance between roles of worker/student and between organization's goals/own goals						
Use of technology						

Signature/Date

Title

SPONSOR EVALUATION OF INTERN

Intern's Name: _____

Supervisor's Printed Name _____ Phone Number _____

Internship Period _____

Please rate your student intern on the following criteria:

Customer First	Excellent	Satisfactory	Unsatisfactory	Not Observed
Integrity	Excellent	Satisfactory	Unsatisfactory	Not Observed
Innovation	Excellent	Satisfactory	Unsatisfactory	Not Observed
Teamwork	Excellent	Satisfactory	Unsatisfactory	Not Observed
Punctuality/Attendance	Excellent	Satisfactory	Unsatisfactory	Not Observed
Enthusiasm	Excellent	Satisfactory	Unsatisfactory	Not Observed
Communication Skills	Excellent	Satisfactory	Unsatisfactory	Not Observed
Ability to Learn	Excellent	Satisfactory	Unsatisfactory	Not Observed
Follows Directions	Excellent	Satisfactory	Unsatisfactory	Not Observed
Attitude	Excellent	Satisfactory	Unsatisfactory	Not Observed

Intern did well in the following:

Intern needs improvement with the following:

Overall comments:

Overall Rating Excellent Satisfactory Fair Unsatisfactory

Signature/Date _____ Title _____

