

Park Hill Professional Studies

Aspiring Professionals Handbook

INSTRUCTIONAL PHILOSOPHY

Students are expected to meet the course goals demonstrate required professional skills. Students are expected to behave in a professional manner in their interactions with industry and business professionals and the classroom facilitator. Students will work independently, with the internship site Project Manager, and the classroom facilitator to learn career-specific skills. Internship site experiences will require students to draw upon academic skills in mathematics, language arts, science, and social studies as well as interpersonal skills.

COURSE DESCRIPTION

A Professional Studies internship provides students with a professional-based learning experience that enables students to work within a business context. Students will-participate in clarifying their college and/or career goals and developing their professional skills under the supervision and mentorship in collaboration with a classroom facilitator and an industry professional. This class is designed for students who want to participate in a professional learning experience in their chosen career path.

COURSE GOALS

The student will:

- Understand future planning
- Create awareness of community needs
- Practice professionalism (norms and behaviors)
- Set and embrace personal and professional boundaries
- Understand non-cognitive/behavioral skills
- Demonstrate appropriate communication skills
- Apply “Standard Business English”
- Participate in a supervised professional experience
- Conduct research
- Gather data and assess the results
- Conduct financial planning and create budgets
- Demonstrate confidence and appropriate self-expression
- Develop self-awareness of strengths and opportunities for instructional philosophy
- Face fears and overcome resistance
- Establish self-awareness and reflection
- Prove resilience
- Understand his/her role in a team

- Demonstrate appropriate teamwork and team building
- Demonstrate problem-solving, critical thinking and brainstorming techniques
- Exhibit resourcefulness
- Analyze small group dynamics
- Apply professional skills

ONBOARDING ACTIVITIES

- The classroom facilitator will introduce the Professional Studies internship program the first day of class. The course syllabus, portfolio requirements, and CAPSTONE project will be discussed, as well as course policies, attendance and tardiness policies. The facilitator will outline course operational procedures, including the projects to be completed by individual students. The evaluation and grading system will be introduced at the beginning of the course to advise students of the standards they will be expected to successfully meet in the Professional Studies internship course.
- Students will participate in onboarding activities for the first four weeks of class. The classroom activities are designed to provide students with the understanding and mastery of professional skills needed to be successful in the professional learning environment.
- Students will be placed in their internship class once they have successfully demonstrated their understanding and mastery of basic professional skills in the classroom setting.

CLASSROOM STRUCTURE

- The facilitator will provide direction and assistance in the initial onboarding activities.
- The facilitator will make periodic visits to the internship site to access the learning process between the Project Manager and the student
- The facilitator will meet with students once per week inside the classroom to facilitate personalized learning. These classroom sessions will focus on the completion of a resume, digital portfolio, and CAPSTONE project, as well as the exploration of post-secondary opportunities.

ASSESSMENT PLAN

Student evaluation of performance will be based on:

- Attendance
- Punctuality
- Completion of on-site projects
- Completion of a CAPSTONE project
- Completion of a digital portfolio
- Quality of work at the internship site (mid-term and final)

INTERNSHIP OBJECTIVES

- Apply knowledge to real-world problems in a real-world work experience
- Develop sound decision-making skills through the professional-based learning experience
- Describe and demonstrate appropriate professional conduct in a work environment
- Develop a professional vision that values 21st Century skills in the workplace

INTERNSHIP GRADING

Assessment	Percentage
Weekly Journals	25%
Unit 1-3 Coursework	25%
Project Manager and Facilitator Evaluation	25%
Unit 4 CAPSTONE Project	25%

*Final point value will be close to the above example. Final point breakdown is at the discretion of the PHPS Facilitator.

Letter grades for the course are based on the guidelines outlined below:

90-100	A
80-89	B
70-79	C
60-69	D
50-59	F

INTERNSHIP HOURS

The professional learning experience will take place during one block at each high school. Students will be required to perform 8 hours outside his/her class time to complete the onsite course requirements. Park Hill Professional Studies internships meet the DESE (Department of Elementary & Secondary Education) guidelines for unpaid internships.

WEEKLY ATTENDANCE/TIME FORM

Internship students will be required to submit weekly attendance/time cards. Internship students will mark their time “in and out” of internships and have their Project Manager sign their time card at the end of each reporting period. Attendance/time forms should be submitted to the Park Hill Professional Studies internship facilitator within one week of the end of the reporting period.

PROJECT MANAGER EVALUATIONS

The Project Manager will conduct mid-term and final evaluations of the student's work and progress during their profession-based learning experience. The PHPS facilitator will provide evaluation forms to the student and the Project Manager. The Project Manager will submit the mid-term and final evaluations of the student's work to the PHPS facilitator. The Project Manager will share the mid-term and final evaluations with the student. The Project Manager will conduct a final performance evaluation and share their overall thoughts on the internship.

WEEKLY PROGRESS REPORTS

All students will submit an electronic weekly journal to their PHPS facilitator. The weekly journal must include information regarding the work completed for the week, the total hours the student worked for the week and a short reflection regarding what the student learned that week. The PHPS facilitator will provide specific details regarding the format of the weekly journal report.

CAPSTONE

- Show mastery for every priority standard
- Participate in exit interview
- Complete a digital portfolio that includes, but is not limited to, title page, cover letter, resume, job description, artifacts from internship, evaluations, and professional skills
- Complete an written and oral presentation about their professional experience to an authentic audience

ROLES AND RESPONSIBILITIES

PRINCIPAL

The homeschool principal, with the help of facilitators in the school, will establish and implement the Park Hill Professional Studies internship program. The principal is responsible for:

- Communicating the goals and expectations of the Park Hill Professional Studies program to the school and community.
- Providing necessary administrative support to the program.
- Overseeing the communication of information to parents and the arrangements for parental involvement.
- Participating in the Professional Studies program evaluation.
- Addressing questions, and if necessary, mediating problems and issues among the participants in the experience.

DIRECTOR OF PROFESSIONAL STUDIES

The director of professional studies is a staff member of the school district and serves as the central information resource for all questions concerning Park Hill Professional Studies. The director is responsible for:

- Informing the program participants of their roles and responsibilities.
- Arranging for the training of Park Hill Professional Studies facilitators.
- Arranging for the availability of time for PHPS facilitators to meet with their students and worksite mentors.
- Informing prospective student interns about the process and requirements of securing and participating in an internship
- Helping students with the internship implementation elements, such as setting goals, contacting faculty and employers, obtaining training agreements, securing necessary site training, etc.
- Responding to parent and student cares and concerns.
- Conducting program evaluation
- Addressing questions, and if necessary, mediating problems and issues among the participants in the experience.

PHPS FACILITATOR

The facilitator will help the student integrate the internship into his/her total academic experience. The facilitator is responsible for:

- Discussing the student's goals in finding and completing an internship
- Assisting with the selection of an internship site in collaboration with the PHPS Director.
- Setting requirements needed by the student for placement, including course and internship site competencies.
- Helping the student in defining the academic requirements for the internship. Academic requirements can be a journal, paper, relevant research, and/or projects.
- Maintaining appropriate contact with the student throughout the Internship to give direction, support, and training received as related to contract agreement.
- Meeting with the Project Manager prior to signing the Training Agreement to establish contact, communication, and student requirements.
- Consulting with the worksite to determine educational objectives, student competencies, appropriate experiences, and the expectations for the student during the project.
- Facilitating communication between the worksite and student.
- Participating in other forms of recommended contact throughout the semester, such as site visits, email or phone calls with the intern and Project Manager, progress reports, feedback sent between the Professional Studies intern and PHPS facilitator, and meetings which occur off-site between the intern and facilitator.
- Reviewing the mid-term evaluation from the worksite that evaluates the student's performance thus far.
- Reviewing and evaluating the CAPSTONE Project
- Reviewing the Internship final evaluation of the student's performance from the worksite.
- Reviewing the post-internship assessment from the student that evaluates the experience.
- Providing academic direction and evaluating the learning derived from the internship and academic projects.

- Consulting with the Project Manager at the culmination of course requirements, to assign the student a grade

PROJECT MANAGER

A staff person employed by the worksite supervises student interns. Typically, the Project Manager has experience and expertise in the area in which the student is interning. Project Managers are responsible for:

- Meeting individually with interns prior to the beginning of the internship.
- Determining qualifications for the position.
- Providing the student with realistic, challenging projects that facilitate learning (students should not be conducting work of a clerical nature unless the internship experience is in an office setting).
- Being certified in a related career/technical field.
- Helping the student learn about the business “culture” and adjust to the workplace.
- Informing the student about the business regulations regarding confidentiality and public access to information.
- Serving as a mentor, sharing the pros and cons of a career in the field and giving suggestions for entering the profession. The Project Manager should have sufficient experience in the field to draw from and share that experience with the student intern.
- Meeting with the intern on a regular basis to guide performance, answer questions, and provide background information and resources related to the intern’s work. Project Managers may also help by recommending ways to enhance the intern’s learning.
- Submitting both a mid-term evaluation and final evaluation of the intern’s experience to the school, describing achievements and providing suggestions for improvement.
- Participating in assigning the student a grade

PARENTS/GUARDIANS

Parental support is a key factor in student success. Parents/Guardians can help their child by:

- Supporting the student in developing, implementing, and reviewing their personal plan of study.
- Helping their child identify their strengths, learning style, interests, talents, skills, and needs in Naviance.
- Being supportive of the child’s goals, pointing out their strengths and accomplishments, encouraging them to explore the range of alternatives for their future, and encouraging them to ask for help when they need it.
- Being willing to sign an agreement form relating to requirements of the Park Hill Professional Studies program (technology, transportation waiver, photography/social media waiver, texting policy, confidentiality statement)

PHPS INTERN (STUDENT)

Student interns are responsible for:

- Selecting the internship worksite in cooperation with the facilitator and/or Project Manager.
- Consulting with the facilitator to formulate academic goals that can be discussed with the Project Manager during the interview.
- Developing, with the assistance of the facilitator and the Project Manager, a Training Agreement outlining expectations, responsibilities, and a work schedule (including timelines and expected completion dates) and having it endorsed by all parties.
- Keeping a log of their attendance and weekly journal and reflections.
- Learning about and acting in a manner consistent with the business “culture” and its commitment to a high level of service to the public.
- Learning about and adhering to business regulations regarding confidentiality and public access to information.
- Maintaining high standards of professionalism while at the Internship site.
- Seeking out supervision and assistance at the worksite as needed.
- Completing the academically related tasks that are agreed upon by the facilitator and intern (such as a journal, mid-point checks, supplementary research, and/or a paper).
- Submitting a post-internship evaluation form to the facilitator at the conclusion of the course.
- Attending regularly scheduled meetings with the facilitator.
- Participating actively in classroom sessions.
- Developing, reviewing, and completing a digital portfolio.
- Understanding the responsibilities of placement and site outcomes that will help determine grade and credits awarded.
- Participate in an oral presentation/exit interview with the facilitator and Project Manager.

APPENDIX: FORMS AND WAIVERS

- Onboarding Documents
 - Attendance Agreement Waiver
 - Cell Phone & Personal Email Waiver
 - Confidentiality Waiver
 - Guardian Information Waiver
 - Professional Behavior Waiver
 - Transportation Wavier #1 – Transporting Yourself
 - Transportation Waiver #2 -- Transporting Another Student
- Business Partner Forms
 - Orientation Checklist
 - Business Partner Training Site Procedures and Expectations Waiver
- Evaluations
 - Weekly Evaluation/Time Form
 - Mid-Term Evaluation
 - Final Evaluation



Attendance Policy

The Park Hill Professional Studies Program adheres to a 95% attendance policy, as regulated by the Missouri Department of Elementary and Secondary Education. The program takes four action steps to ensure interns are meeting this requirement.

1. **Attendance Policy Agreement**– Before or on the first day of class each intern will take home the attendance policy expectation guidelines that describes the attendance policy and the steps taken when a student misses a class huddle or an internship. This is referenced in the syllabus, and is also addressed individually. All guardians, students, and facilitators will sign off on the attendance policy agreement to ensure all parties are aware of the requirements.
2. **Facilitator Documentation** - In addition to taking class attendance, each facilitator will keep an individual spreadsheet, to document each intern’s attendance. If students are not physically with their facilitator, evaluation sheets or sign in/out sheets will be used to verify attendance.
3. **Intern Signing Out/In**- Each intern will be required to either sign out (at their home high school) or sign in at their internship location. This is decided by each facilitator. More information will be provided to interns on the first day of class.
4. **Communication of Consequences***- The last action step is the communication of consequences.
 - a. 1st absence – facilitator and student conversation
 - b. 2nd absence – parent e-mail
 - c. 3rd absence – parent phone call and facilitator/student meeting
 - d. 4th absence – facilitator/student/parent/director of profession studies meeting
*possible probationary period
 - e. 5th absence – parent phone call
 - f. 6th absence – exit the program

If you have any questions or concerns, please contact the director of professional studies.

ATTENDANCE AGREEMENT WAIVER

I, _____, a participant in the Professional Studies Program, acknowledge that I have been informed that I must adhere to the 95% attendance policy. This policy is enforced by the Missouri State Department of Elementary and Secondary Education, stating any student enrolled in a professional/internship based class must maintain 95% attendance.

*If I do not adhere to the attendance policy, I understand there may be the following consequences:

1 st absence	facilitator and student conversation
2 nd absence	parent e-mail
3 rd absence	parent phone call and facilitator/student meeting
4 th absence	facilitator/student/parent/director of profession studies meeting *possible probationary period
5 th absence	parent phone call
6 th absence	exit the program

Student Signature/Date _____

Guardian Signature/Date _____

Facilitator Signature/Date _____

Professional Studies Mission: Park Hill Professional Studies provides authentic learning experiences aligned with students' interests and talents that lead to post-secondary educational career success through classroom instruction and professional relationships.



Park Hill School District

7703 NW Barry Road, Kansas City, MO 64153



CELL PHONE & PERSONAL EMAIL RELEASE

I give permission for my intern to give their personal cell phone number and professional email to the facilitators within the Professional Studies Program. I understand that this will be used to communicate while students are traveling in and out of the district. If I ever feel uncomfortable about a facilitator having my child's phone number, I can contact the director of professional studies.

Student Signature/Date _____

Guardian Signature/Date _____

Facilitator Signature/Date _____

Student Name	
Cell Phone	
Personal Email	

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CONFIDENTIALITY WAIVER

I, _____ a participant in the Professional Studies Internship Program, acknowledge that I have been informed that I may come into contact with privileged information while at the training site.

I hereby understand and promise that I will not divulge any privileged or confidential information to anyone including classmates or relatives. If I break this promise, I will be subject to disciplinary action, including termination of my participation in the program, and will be responsible for the damages arising from any irresponsible actions on my part.

Student Signature/Date _____

Parent Signature/Date _____

Facilitator Signature/Date _____

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GUARDIAN WAIVER

Student Name:

Guardian Name:

My child will have transportation to and from their internship site **Yes** **No**

My child will need assistance with purchasing professional dress attire. **Yes** **No**

If you have any questions or concerns, please contact the director of professional studies.

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PROFESSIONAL BEHAVIOR WAIVER

Professional Behavior Agreement- All interns are expected to follow the Park Hill Professional Studies & Park Hill School District guidelines and procedures and maintain professional standards of conduct at all times. If a student fails to adhere to these guidelines and procedures and his/her behavior interferes with the orderly and efficient operation of the program, corrective disciplinary measures will be taken.

Professional Dress Agreement- All courses in the Professional Studies program adhere to a professional dress code. All guardians, interns, and facilitators are aware the dress is business style. Any issues will be directed to each intern and guardian.

Attendance Policy Agreement- Each intern will maintain satisfactory attendance. The Park Hill Professional Studies Program adheres to a 95% attendance policy, as regulated by the Missouri Department of Elementary and Secondary Education. All guardians, interns, and facilitators will sign off on the attendance policy agreement to ensure all parties are aware of the requirements.

Communication of Consequences*- Failure to adhere to professional behavior could result in being exited from the program.

If you have any questions or concerns, please contact the director of professional studies.

Student Signature/Date _____

Guardian Signature/Date _____

Facilitator Signature/Date _____

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TRANSPORTATION WAIVER- OPT OUT OF DISTRICT PROVIDED TRANSPORTATION #1 (STUDENT DRIVES THEMSELVES)

A parent, legal guardian, and student may opt-out of District-provided taxi transportation for specialized, district-approved offsite programs (i.e. Northland Advanced Career Studies Program, Internships, Northland Career Center, and all Professional Studies Courses). In order for the student to drive them self, the student must be eligible for a high school parking permit, possess a valid Missouri operator’s license or an operator’s license recognized by the state of Missouri, and provide proof of insurance. In addition, the motor vehicle used for transportation should be licensed according to the law and display a current safety inspection sticker.

To Be Read and Signed by the Student:

I acknowledge that I have met all the requirements listed above, and that I will obey all state, federal, and local laws/regulations governing the operation of my vehicle used for transportation. I also understand that failure to abide by these requirements will result in disciplinary action that may include, but is not limited to, revocation of the parking permit.

 Student Name (Print)

 School

 Student Signature

 Date

To Be Read and Signed by the Parent/Legal Guardian:

My son/daughter is hereby permitted to transport himself/herself for the purpose of obtaining educational services. In granting this permission, I further understand and agree that, by signing this document, I hereby release the District and its agents from any and all liability arising out of or associated with my student’s transportation to receive services.

 Parent/Guardian Name (Print)

 Parent/Guardian Signature

 School

FOR OFFICIAL USE ONLY-PLEASE DO NOT WRITE IN THIS SPACE

Waiver request

Approved

Denied

 Building Administrator Signature

 Date



TRANSPORTATION WAIVER- OPT OUT OF DISTRICT PROVIDED TRANSPORTATION #2 (STUDENT PERMISSION TO TRANSPORT OR RIDE WITH ANOTHER STUDENT)

STUDENT PERMISSION TO TRANSPORT OR RIDE WITH ANOTHER STUDENT

A parent, legal guardian, and student may opt-out of District-provided transportation for specialized, district-approved offsite programs (i.e. Northland Advanced Career Studies Program, Internships, Northland Career Center, and all Professional Studies Courses). In order to transport or ride with another Park Hill student, the student must complete the following information and have written permission from their parent or legal guardian.

To Be Read and Signed by the Student:

I acknowledge I have met all the requirements listed above, and that I will obey all state, federal, and local laws/regulations governing the operation a motor vehicle. I also understand that failure to abide by these requirements, providing transportation to an unauthorized student, or riding with a student who does not have permission to transport other students will result in disciplinary action that may include, but is not limited to, revocation of the parking permit and loss of privilege to transport or ride with other Park Hill students to specialized district-approved offsite programs.

_____ I am requesting permission to transport other students in my vehicle.

Name(s) of students: _____

_____ I am requesting permission to ride with another Park Hill student. (Driver must meet requirements of Opt-Out Form 1).

Name of Student Driver: _____

Student Name (Print)

School

Student Signature

Date

To Be Read and Signed by the Parent/Legal Guardian:

My son/daughter is hereby permitted to transport or ride with another Park Hill student for the purpose of obtaining educational services. In granting this permission, I understand that the District provides transportation for these services, as needed, through cab services.

By signing this document, I hereby release the District and its agents from any and all liability arising out of or associated with my student's choice to provide transportation or ride with another student.

_____ has permission to provide transportation for the following student(s)
 (Student's Name)

_____ has permission to ride with the following Park Hill student(s):
 (Student's Name)

 Parent/Guardian Name (Print) and Date

 Parent/Guardian Signature and Date

 School

FOR OFFICIAL USE ONLY-PLEASE DO NOT WRITE IN THIS SPACE

Waiver request

Approved

Denied

 Building Administrator Signature

 Date



INTERNSHIP ORIENTATION CHECKLIST

Student Intern _____ Date _____

Project Manager _____

Directions: Check the box after the item has been discussed and reviewed with the student intern.

Welcome/Introduction

- What it means to work at this company

Tour of Workplace

- Overall tour of facility
- Comprehensive tour of work area
- Point out fire extinguishers, fire escapes, and evacuation routes
- Introduce student intern to staff

Tour of Employee Facilities

- Restrooms
- Lunch Facility
- Telephones
- Parking
- Storage of personal belongings

Company Specifics

- Discuss company structure/organizational chart
- Type of business, product, service
- Types of customers
- Other branches or divisions
- Company policies and procedures (personnel handbook)
- Occupational information related to industry
- Technology available in the company
- Training on how to use phone system
- Dress code

Department Specifics

- Basic functions and expectations of the department
- Work schedule (hours, break times, etc.)

- Check-in procedures
- Attendance requirements (punctuality, calling in when absent, etc.)
- Working with other departments and co-workers
- Importance of being part of the departmental team

Job Specific

- Discuss internship agreement
- Discuss employability skills
- Training on office equipment

Safety Training

(The employer is responsible for training about what safety hazards might occur at the training site)

- Company safety training
- Special hazards
- Stairwell/fire exits, fire extinguishers
- Accident prevention

Supervisor Expectations

- Dress code (clothing, hair, jewelry, etc.)
- Customer service
- Work performance (productivity, work habits)
- Teamwork

Special Training and/or Forms

- Safety training
- Sexual harassment training
- Confidentiality statement (if in addition to Park Hill's)

Student Forms

- Review Intern Agreement
- Give liability information
- Explain school schedule
- Review Evaluations

 Student Intern's Signature

 Project Manager's Signature

 Date Form Completed

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BUSINESS PARTNER TRAINING SITE PROCEDURES

Report the following occurrences daily to the Park Hill Professional Studies Internship Facilitator:

1. Absences and/or tardies. Students may be sent home for the following reasons. In this situation, the student is considered absent.
 - a. Inappropriate dress
 - b. Unprofessional conduct
2. Leaving the training site early.

TRAINING SITE AND STUDENT EXPECTATIONS

1. The student is expected to be at the training site every day and at the appointed time each day.
2. The school will provide a PHPS facilitator who will review the competency checklist with the training site supervisor on a regular basis.
3. The training Project Manager agrees to notify the PHPS facilitator immediately if any problem occurs that cannot be resolved by the training site supervisor.
4. The training site can at any time terminate a student if the situation is not working out or if the student is demonstrating poor performance.
5. Students are to have a variety of experiences that will assist them in making a career judgment concerning the selected site.
6. Students are expected to conduct themselves in a manner that complements the expectations of the training site supervisor.
7. Students will dress professionally.
8. Students will do nothing to disrupt the normal routine of the training site.
9. Care needs to be taken by the training Project Manager to consider any unsafe conditions and correct them or avoid placing students in these situations.

TRAINING AGREEMENT

Student Name _____

Address _____

Telephone No. _____ Emergency Contact _____

Birth Date _____ Age _____

Student Career Objective _____ Worksite Placement _____

Worksite Employer _____

Address _____

Project Manager _____ Telephone No. _____

Dates of Internship _____ Starting Time _____ Ending Time _____

Total Weekly Hours _____

Worksite Employer Responsibilities

1. The training site will adhere to all State and Federal regulations regarding employment; child labor laws, minimum wages and worker's compensation.
2. The Project Manager will provide an overview of the worksite and its operations, as well as safety instruction.
3. A mid-term and a final evaluation will be completed by the Project Manager.
4. The training site will not employ a student intern to displace a regular worker.
5. Exposure to hazardous work will be incidental to the student's training and not an integral part of the student's training program.
6. The worksite employer agrees to follow the plan for training by the PHPS Facilitator; to give the student intern a variety of work assignments according to the project plan, and to provide comprehensive instruction under the direction of qualified personnel.
8. The worksite agrees to provide adequate equipment, materials, and other facilities required in order to provide an appropriate learning experience for the student intern.
9. The worksite agrees to keep accurate records of the student intern's attendance and to notify the PHPS facilitator if the student intern is absent without notification.
10. The worksite agrees to permit the school's PHPS facilitator/District Director to visit the student intern and Project Manager at the place of employment to determine progress, obtain direct feedback, and make adjustments in the project plan whenever necessary.

11. The worksite will hold regular meetings between the student intern and PHPS facilitator to discuss progress, issues, and concerns.

Student Intern's Responsibilities

1. The student intern agrees to perform the assigned duties in a loyal manner and work to the best interests of all concerned.
2. The student intern will discuss any worksite problems immediately with the Project Manager and the PHPS facilitator.
3. The student intern will adhere to company policies; the internship may be terminated for the same reasons as those that apply to regular employees.
4. The student intern must be regular in attendance at school and on the internship site. If unable to report to work, the student will notify the Project Manager and the PHPS Facilitator before the start of the school day.
5. The student intern will report to school for designated meetings and instruction.
6. The student intern will dress professionally and safely for the worksite.
7. The student intern will complete the activities, assignments, and paperwork required by the professional-based learning program.
8. The student intern will demonstrate a willingness to learn throughout the professional learning program.

School Responsibilities

1. The program is under the direct supervision of the Director of Professional Studies.
2. The student intern will receive related instruction and safety instruction from the school during the professional learning experience.
3. The PHPS facilitator will visit the student intern and Project Manager on a regular basis at the training site and evaluate their progress.
4. Park Hill School District agrees to award credits earned in this program toward the student's high school diploma.
5. Park Hill School District agrees to adhere to the curriculum and program regulations and standards of the Missouri Department of Elementary and Secondary Education and the Park Hill Professional Studies Program.
6. The PHPS facilitator will schedule regular meetings of student interns, Project Managers, and the Director of Professional Studies to discuss progress, issues, and concerns.

Parent or Guardian Responsibilities

1. The parent/guardian will allow the student to participate in the professional-based learning program as described in this agreement.
2. The parent/guardian will assume responsibility for the personal conduct of the student intern.
3. The parent/guardian will work with the student to arrange transportation to and from the worksite.
4. The parent/guardian will absolve the facilitators, worksites, and the Board of Education of all responsibility involving incidents during the professional-based learning experience.
5. The parent/guardian will ensure that the student has appropriate apparel for the worksite.

- The parent/guardian will encourage and support the student to succeed in the professional-based learning experience.

This memorandum is for the purpose of outlining the agreement between the Park Hill School District and the professional learning site on the conditions of training to be given a student intern while on the job. Therefore, it should not be interpreted by either agency as a legal document or any form of binding contract.

We the undersigned agree to the conditions and statements contained in this agreement.

Student Intern _____ Date _____

Parent or Guardian _____ Date _____

Project Manager _____ Date _____

PHPS Facilitator _____ Date _____



WEEKLY EVALUATION / TIME SHEET

Intern's Name: _____

Work Site: _____

Week of _____

<i>Instructions:</i> Please mark a box in the column that best describes your assessment of the following traits	Excellent	Very good	Good	Needs to Improve	Unable to Rate
Attendance/Timeliness: Intern is on time and even early to the internship site. Notified employer of irregular schedules or absences in a timely manner (if necessary).					
Professional Dress: Intern demonstrates the internship dress code in appropriate business attire.					
Professional Attitude: Intern has a positive disposition and an overall positive attitude conducive to the work environment.					
Professional Cell Phone Behavior: Intern uses cell phone sparingly and it does not pose a distraction in the worksite.					

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time In							
Time Out							
Total Time							

Project Manager Signature _____

Date _____



MID-TERM EVALUATION

Intern's Name: _____

Work Site: _____

Project Manager Name: _____

Phone: _____ Evaluation Period: ___/___/___ To: ___/___/___

Time Accountability

My Work Schedule is typically...

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Time In							
Time Out							
Total Time							

Attendance Accountability

All PHPS Interns must maintain 95% attendance throughout the semester. If unable to meet this requirement students may be removed from their internship and/or course.

<u>Absence #1</u>	<u>Absence #2</u>	<u>Absence #3</u>	<u>Absence #4</u>	<u>Absence #5</u>

Professional Goals
General Competency Rating

Exceeds All Expectations. Among the Very Best.
 Meets Expectations.
 Does Not Meet Expectations. Area of Improvement.
 N/A – Not Applicable

<u>Professional Goals</u>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	N/A
Attendance: Intern has attended the worksite 95% of the time (no more than five absences). Notified employer of irregular schedules or absences in a timely manner (if necessary).				
Timeliness: Intern is on time and even early to the internship site.				
Professional Dress: Intern demonstrates the internship dress code in appropriate business attire.				
Professional Attitude: Intern has a positive disposition and an overall positive attitude conducive to the work environment.				
Initiative/Proactivity: Intern is engaged in projects and is proactive in asking for more tasks or jumping in and helping without being asked.				
Professional Language/Communication: Intern speaks in a professional manner; Actively listens and reflects the message of others. Asks appropriate questions when needing to gather information or clarify verbal/nonverbal messages. Uses effective nonverbal and verbal communication (hand-shake, nodding head, and effective eye contact).				
Creativity and Innovation: Intern is willing to act on opportunities and takes intelligent risks. Demonstrates a growth mindset, a sense of inventiveness and understands his/her limits of pitching and or adopting new ideas. Uses perseverance when faced with obstacles.				
Integrity and Trustworthiness: Intern is responsible and demonstrates trustworthiness at the internship site. Demonstrates				



<p>integrity and ethical behavior with the interest of the greater community in mind.</p>				
<p>Quality of Work/ Self-Management: Intern delivers quality work with the appropriate time and attention to project or job details while working with others. Effectively and realistically prioritizes duties and applies expected ethical standards for the position including personal reliability, responsibility, and follow-through.</p>				
<p>Time Management (Action Planning): Intern demonstrates the ability to respect to respect the time of other professionals; actively defines, prioritizes, completes and defines tasks without supervision.</p>				
<p>Critical Thinking and Problem Solving: Intern demonstrates the ability to use own reasoning skills to solve problems. Actively seeks out information to understand how different parts of the system or organization work together to produce results. Actively asks questions and identifies others' points of view to lend self to better understanding points of view of all team members.</p>				
<p>Effectiveness with Cultural Differences: Intern demonstrates an appreciation and openness for new people, new ideas, and new situations. Intern works effectively with all team members (different gender, cultural and ethnic backgrounds, ages, and abilities).</p>				
<p>Teamwork: Intern contributes information and resources to the group in an effective and timely fashion. Demonstrates negotiation and conflict resolution skills and actively demonstrates respect for others contributions.</p>				
<p>Reflection: Intern is able to use self-reflection and learn from their mistakes. When given performance feedback, takes necessary actions to improve/change.</p>				

Current Projects/Tasks:

- 1.
- 2.
- 3.
- 4.

Support Needed from PHPS Facilitator:

- 1.
- 2.
- 3.

Next Steps/Goals to work on by next visit:

- Intern:**
- 1.
 - 2.
 - 3.

- Employer:**
- 1.
 - 2.
 - 3.

Strengths	Areas of Growth
Additional Comments	

Signature of Project Manager: _____

Signature of PHPS Intern: _____

Signature of PHPS Facilitator: _____



FINAL EVALUATION

Intern's Name: _____

Work Site: _____

Project Manager Name: _____

Phone: _____

Evaluation Period: ___/___/___ To: ___/___/___

<u>Overall Performance</u>	Agree	Neutral	Disagree
I enjoyed hosting this student.			
The intern met my overall expectations.			
I would write this intern a letter of recommendation.			

Overall, I would give this intern the following grade...	A	B	C	D/F
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**Professional Goals
 General Competency Rating**

Exceeds All Expectations. Among the Very Best.
 Meets Expectations.
 Does Not Meet Expectations. Area of Improvement.
 N/A – Not Applicable

<u>Professional Goals</u>	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	N/A
Attendance: Intern attended the worksite 95% of the time (no more than five absences). Notified employer of irregular schedules or absences in a timely manner (if necessary).				
Timeliness: Intern was on time and even early to the internship site.				
Professional Dress: Intern adhered to the internship dress code in appropriate business attire.				
Professional Attitude: Intern had a positive disposition and an overall positive attitude conducive to the work environment.				
Initiative/Proactivity: Intern was engaged in projects and is proactive in asking for more tasks or jumping in and helping without being asked.				
Professional Language/Communication: Intern spoke in a professional manner; Actively listened and reflected the message of others. Asked appropriate questions when needing to gather information or clarify verbal/nonverbal messages. Used effective nonverbal and verbal communication (hand-shake, nodding head, and effective eye contact).				
Creativity and Innovation: Intern was willing to act on opportunities and takes intelligent risks. Demonstrated a growth mindset, a sense of inventiveness and understood his/her limits of pitching and or adopting new ideas. Used perseverance when faced with obstacles.				
Integrity and Trustworthiness: Intern was responsible and demonstrated trustworthiness at the internship site. Demonstrates integrity and ethical behavior with the interest of the greater community in mind.				



<p>Quality of Work/ Self-Management: Intern delivered quality work with the appropriate time and attention to project or job details while working with others. Effectively and realistically prioritized duties and applied expected ethical standards for the position including personal reliability, responsibility, and follow-through.</p>				
<p>Time Management (Action Planning): Intern demonstrated the ability to respect to respect the time of other professionals; actively defined, prioritized, completed and defined tasks without supervision.</p>				
<p>Critical Thinking and Problem Solving: Intern demonstrated the ability to use own reasoning skills to solve problems. Actively sought out information to understand how different parts of the system or organization work together to produce results. Actively asked questions and identified others' points of view to lend self to better understanding points of view of all team members.</p>				
<p>Effectiveness with Cultural Differences: Intern demonstrates an appreciation and openness for new people, new ideas, and new situations. Intern works effectively with all team members (different gender, cultural and ethnic backgrounds, ages, and abilities).</p>				
<p>Teamwork: Intern contributes information and resources to the group in an effective and timely fashion. Demonstrates negotiation and conflict resolution skills and actively demonstrates respect for others contributions.</p>				
<p>Reflection: Intern is able to use self-reflection and learn from their mistakes. When given performance feedback, takes necessary actions to improve/change.</p>				



Strengths	Areas of Growth
Additional Comments	

Signature of project manager: _____

Signature of PHPS intern: _____

Signature of PHPS facilitator: _____