

# BUTLER

---

COLLEGE *of*  
EDUCATION

## Youth & Community Development Internship Handbook

*A Reference Guide for: Interns, Site Mentors, University Supervisors*

**2020-2021**

4600 Sunset Avenue  
Indianapolis, IN 46208  
[www.butler.edu/coe](http://www.butler.edu/coe)  
Telephone: 317-940-9331  
Fax: 317-940-6481

*The internship programs are aligned to the Child and Youth Care Competencies as outlined by the [CYCCB](#) (Child and Youth Care Certification Board).*

# Table of Contents

|  |    |
|--|----|
| Introduction.....  | 3  |
| Faculty/Staff.....   | 4  |
| Core Values and Mission.....   | 5  |
| College of Education Vision Statement .....                            | 6  |
| Goal of Internship.....  | 7  |
| Placement.....   | 8  |
| Pre-Internship Checklists.....   | 9  |
| Daily/Weekly Schedule Expectations.....                                | 10 |
| If Issues Arise.....   | 11 |
| The Art of Being a Site Mentor .....                                   | 13 |
| The Art of Being an Intern.....  | 16 |
| The Art of Being a University Supervisor .....                         | 17 |
| Internship Observation Form.....                                       | 18 |
| Internship Evaluation Rubric – Midterm and Final.....                  | 19 |
| Tips for Writing Letters of Recommendation and Job Search Support..... | 24 |
| Degree Completion Requirements and CYC Certification Search.....       | 26 |
| The Art of Apprenticeship .....  | 27 |

## Introduction

The Butler University College of Education (COE) is committed to providing our students with a positive, supportive, practical, and rewarding internship experience. Most youth and community serving agencies will agree that the clinical experience of an internship is of prime importance in developing youth and community workers who will enter the profession as enthusiastic and effective advocates.

At Butler, the internship experience affords the candidate an opportunity to continue to develop and reflect on the skills, knowledge, and dispositions critical to serving youth and community stakeholders. Throughout the candidates' preparation program, their field and clinical experiences reflect both a significant quantity of hours and high quality practice. Candidates will spend a substantial number of hours in the field. However, the number of hours in the field is not enough to reflect the quality of the experience gained. Candidates are scaffolded in their clinical experiences throughout their degree program, so that observation leads to working one-on-one or with small projects. They then progress on to program development and management aspects and finally to the intensive clinical experience of the senior capstone. In all cases, field experiences that are embedded into coursework are directly tied to assessment measures. Finally, the Child and Youth Care Certification (CYCC) process, which requires all interns to test, to provide a portfolio of documented competencies, and to apply for the CYC-Associate Level Certification leads to each of our interns being ready to enter the field of youth work as leaders.

Internships at Butler University's COE include intentional placements, careful supervision and reflection on growth. Each intern has the opportunity for a semester-long approximately 15 week experience in a setting that satisfies the two distinct elements of the candidates' preparation. The internship settings address both the content concentration and College of Education preparation and ensures a well rounded, competent graduate.

The Butler COE believes that learning is a co-constructed process. We recognize the presence of multiple stakeholders in the given context as a resource asset that allows for both solution finding and strategic vision opportunities. This creates a setting where learning is collaborative. The intern becomes an important member of the organization's community, working with a mentor and under the supportive direction of a university supervisor, who has expertise in content and/or organizational mission.

It is important to note that the College of Education recognizes the world as our community and intentionally develops an appreciation for and knowledge of our global neighbors. We create an inviting learning environment for people of all cultures. The College provides curricular and co-curricular opportunities to cultivate awareness of diversity, expanding into firsthand experiences in global citizenry. We seek the support of our local and global partners, our site mentors, and university supervisors in achieving this goal throughout our students' preparation.

This handbook is meant to be a resource guide with practical information for those who are a part of our capstone experience. It is by no means meant to be comprehensive. We constantly revise and update information, especially as we receive your feedback and suggestions. We extend our gratitude to the schools and staff that welcome our Butler students into their learning community.

## Full Time Faculty and Staff of the College of Education

**Dr. Brooke Kandel-Cisco**

Dean

**Dr. Nick Abel**

Graduate Chair & Counseling

**Dr. Susan Adamson**

Elementary

**Dr. Susan Adams**

Middle/Secondary

**Dr. Katie Brooks**

Middle/Secondary

**Dr. Deborah Corpus**

Interim Associate Dean

**Mrs. Libby Dugan**

Indiana Partnership for Young Writers

**Dr. Kelli Esteves**

Multilingual and Exceptional Learners &  
Global Coordinator & Undergraduate Chair

**Dr. Fritz Ettl**

Human Movement & Health Science Education

**Dr. Lisa Farley**

Human Movement & Health Science Education

**Mrs. Karen Farrell**

Accreditation Coordinator

**Dr. Ryan Flessner**

Elementary

**Dr. Shelly Furuness**

Middle/Secondary & Curriculum Coordinator

**Prof. Erin Garriott**

Multilingual and Exceptional Learners

**Ms. Kelley Hahn**

Administrative Specialist

**Prof. Cathy Hartman**

Elementary

**Dr. Arthur Hochman**

Elementary

**Dr. Thomas Keller**

Graduate/Counseling

**Dr. Suneeta Kercood**

Multilingual and Exceptional Learners

**Dr. Deb Lecklider**

Graduate/EPPSP

**Prof. Angela Lupton**

Assistant Dean

**Dr. Matt Maurer**

Multilingual and Exceptional Learners

**Dr. Meredith McAllister**

Middle/Secondary

**Prof. Theresa Meyer**

Multilingual and Exceptional Learners

**Mrs. Chasadee Minton**

Program Coordinator for Web Development  
and Marketing

**Prof. Richard Mitchell**

Master Practitioner- Pike High School

**Dr. Brandie Oliver**

Graduate/Counseling

**Dr. Catherine Pangan**

Elementary

**Mrs. Christeen Price**

Office Administrator

**Ms. Cynthia Smith**

Administrative Specialist

**Dr. Mindy Welch**

Human Movement & Health Science Education

## COE Core Values

### 1. The Appreciation of Diversity and Similarity

*We value richness in experiences, values, beliefs, and backgrounds. Our faculty, staff, and candidates, as well as our school and community colleagues, come from ethnically and culturally diverse populations. Candidates and faculty at Butler engage in the development of a global perspective on human development, teaching and learning. Diversity is increased by Butler's dynamic and newly developed program in which our campus is expanded through technology so that our candidates and faculty interact with people and programs around the world.*

### 2. The Excitement of Teaching, Learning, and Mentoring

*We value dedicated, knowledgeable professionals who demonstrate a passion for children and learning. To this end, our candidates are immersed in the literature of our liberal arts tradition and develop deep, diverse conceptual grounding in educational theory. Our candidates learn to think critically and are not afraid to ask difficult and challenging questions. The faculty and school partners mentor the College of Education candidates so that they become caring, competent, and committed educators who inspire learners and respond sensitively to their needs. We practice what we teach.*

### 3. The Challenge of Integrated Practice and Collaboration

*We value the development of knowledge and the examination of thoughts, values and practical experiences. Our programs integrate theory and practice in order to continuously improve and enhance Butler University candidates' performance as pre-service teachers, practicing teachers, counselors, or administrators. This is most effectively accomplished in a personal context, which leads us to develop programs that emphasize positive and satisfying relationships among all in the College of Education and with our P-12 school and community sites. Butler graduates are noted for their on-going professional ties with other Butler alumni, former professors, and the entire Butler community and for their willingness to collaborate with other professionals worldwide.*

### 4. The Strength of Integrity and Responsibility

*We value the integrity and responsibility shown by true professionals. High levels of integrity and responsibility are expected in all of our daily encounters: in courses, field experiences, and daily interactions. Through a specific focus on College of Education identified dispositions, key courses in our programs foster an expectation of high ethical standards for the sake of the children and communities we serve. Butler graduates are known not only for their knowledge and proficiency, but also for the strength of their character.*

## Mission Statement

The Mission of the College of Education is to prepare individuals to be highly qualified professionals who challenge the status quo and exemplify our core values by:

- Engaging in interactive and intentional experiences that foster honoring differences and seeing similarities
- Creating a learning community that supports opportunities to model teaching, learning, and mentoring by faculty, students, and professional partners

- Valuing the development of theoretical knowledge and its integration into practice in order to support the transformation of schools and society
- Developing a standard for professional dispositions that is based on an ethic of care rooted in both integrity and responsibility

## Vision Statement

We need a valid vision.

We need the will.

With vision and will, everything is possible.

-Asa G. Hilliard III

The College of Education believes we must prepare our students for schools as they should be, not simply perpetuating schools as they currently exist. We must be willing to explore with our students the difficult issues of inequities that exist in our schools and society and to help them to become agents of change. This, of course, means that as faculty we must examine our own beliefs, be willing to keep our hearts and minds open to the ideas of others, live our lives with integrity, and model how great teachers take risks, challenge the status quo, and advocate for the rights of all students.

Ours is a college that continually changes because learning is a transformational experience. Members of the College embrace what Parker Palmer described as a “capacity for connectedness.” Palmer stated:

*Good teachers possess a capacity for connectedness. They are able to weave a complex web of connections among themselves, their subjects, and their students so that students can learn to weave a world for themselves. (Courage to Teach, p. 11)*

The College of Education’s learning community presents transformational experiences that allow students to create their own tapestries. As an intention of their preparation, students invest in school-communities that differ from theirs. They are challenged to examine their assumptions about other people, how children from diverse experiences learn, and reflect about the responsibilities of innovative educators. Exemplary teachers mentor education students by modeling best practice, supporting leadership, and demanding courage.

Participants in the learning community engage in scholarship that supports teaching as inquiry. As investigators, they become constructors of knowledge that seek to connect theory with practice. As a function of scholarship, students use technology applications to discern strategies for learning, creating, modeling, and assessing. Faculty and students take advantage of opportunities to study abroad and have new experiences that help them become better global citizens.

As faculty and students weave their unique tapestries, they gather regularly to discuss instructional strategies and the implications of new research. We celebrate the successes of the learning community’s participants and encourage them to reach new heights.

## Goal of Internship

**Youth Work** is typically defined as an educational process that deepens a young person's understanding of themselves, their community and the world in which they live. Youth work typically focuses on young people between the ages of 8-25. It is an interconnected set of "professional principles, practices and methods we often describe as the science of enabling young people to believe in themselves and build positive futures" ([National Youth Agency](#)). Youth work seeks to promote young people's personal and social development and enable them to have voice, influence and place in their communities and society as a whole. The aim of youth workers is to give young people the confidence and life skills needed to live, learn, work, and achieve by offering young people safe spaces to explore their identity, practice decision-making, and develop interpersonal skills that are not fulfilled by formal education.

**Community Development** is typically described as a process where members of a shared community collectively work together to generate solutions and take positive action toward common concerns.

The goal of the Youth and Community Development internship is to prepare youth and community development workers who are competent and confident in their knowledge, both within their content concentration and the organizations they are serving, and in their skill to serve youth and community stakeholders effectively. Through a planned, and carefully supervised internship experience, candidates are supported in their professional development process. They are expected to exhibit dispositions of a competent, independent, and effective practitioner. Performance-based goals are aligned to the College of Education Core Values and SLOs, and to the Child and Youth Care Competencies.

The internship experience provides the YCD candidate with the optimum opportunity for growth and development as a beginning youth and community development worker and a time to develop targeted skills in his or her own professionalism through mentorship, collaboration, and collegiality between the intern, university supervisor, and site personnel. A part of facilitating the growth of interns is the assessment/evaluation process. Each candidate is observed throughout her or his experience. Observation forms are included in this handbook. The observations are to be shared between the candidate, site mentor, and University supervisor.

The midterm evaluation is done at approximately half way through the professional phase. Timing for this varies by internship. It is done to reflect on the candidate's progress up to that point. Feedback and support from both the site mentor and the university supervisor are important to the process, along with the self-reflection of the candidate. The midterm evaluation is shared and is to be used as a tool to assist and guide further development of the candidate with the goal of continual professional growth.

The final evaluation should be the basis of a formal conference at the conclusion of the internship experience. The university supervisor assumes final responsibility for submitting the internship evaluation to the College of Education.

## Placement

### Qualifications for YCD Internship

The semester-long internship is a required component to graduate with the Youth and Community Development major. Acceptance into the Internship phase requires the demonstration of readiness and the completion of the following:

- COE CORE I, II, and III coursework and full admission to Core IV (See College of Education Undergraduate Transition Points in the Student Resources section of our website)
- Submission of the Core IV/Internship Application approximately one semester prior to internship to the adviser for his or her approval and signature
- Recommendation by advisor as indicated by an approved application
- No grade below C for any course associated with the major
- Senior standing
- A cumulative grade point average of 2.8 in the major.
- At least 15 semester hours at Butler University prior to internship

All candidates are subject to a criminal background/history check that meets the requirement of the organization or agency at which they are placed.

### Placement of Intern

It is the goal during internship that our candidates are placed with high-quality mentors within high-quality organizations/agencies serving diverse populations and making a positive impact on their community. The YCD Internship placements are determined by the Assistant Dean of Student Personnel Services in cooperation with program faculty from both the COE and the area of content concentration. Internship sites are purposefully identified for their strong mission alignment with the YCD major and their connection to the knowledge, skills, and dispositions fostered within the program of study.

Candidates must be willing to accept the assignment as determined by the College to be both in the student's best interest and within the resources that are available to provide proper supervision and a quality internship experience. Internship assignments will likely not be made where conflicts of interest exist, such as:

- In organizations/agencies in which the intern is already employed.
- With site mentors who were former supervisors of the intern or are close relatives
- In organizations/agencies where relatives work and/or where relatives hold a position of authority (e.g., administrator, board of directors, etc.)
- In organizations/agencies where close relatives (i.e., children, siblings, nieces/nephews, grandchildren, etc.) are currently attending
- In organizations/agencies where there is another conflict of interest that could potentially reduce the quality of the internship experience

Exceptions to this policy should be discussed with the Assistant Dean of Student Personnel Services, who will make all final determinations in cooperation with program faculty.

It is possible that an application may have to be submitted to several internship sites before a placement is confirmed. Reasons that an organization/agency may not accept an application are:

- Application Issues – poor quality (spelling, grammar) or late submission
- Marginal grades in professional education and/or concentration area



- Organization/Agency limitations on number of interns they take in a year. Candidates will receive confirmed placement information the semester prior to the internship. Candidates will be sent additional confirming emails.

### **Pre-Internship Checklist – For the Intern**

1. Submit application prior to the deadline
2. Receive confirmation of placement from the Assistant Dean of Student Services Personnel
3. Contact the site mentor via email or phone.
4. Complete the organization's required criminal background check if required
5. Visit the organization/agency:
  - a. Take a tour of the organization/agency both virtually through the website and in person
  - b. Exchange contact information
  - c. Meet the site mentor and other key personnel
  - d. Get a copy of any staff/employee handbook or materials
  - e. Pick up materials that can be reviewed in advance of the placement start date
  - f. Make note of work schedule and important dates or events for the organization

### **Pre-Internship Checklist – For the Site Mentor**

Orientation to the organization/agency community and culture is critical to the intern's comfort, confidence, and ultimate success in internship. The intern and site mentor share responsibility in the acclimation and induction process. Ongoing communication through orientation and observation will set the foundation for success in the internship experience. Key items to share include:

1. A review of responsibilities
2. Weekly Overview – department/staff meeting times, contract day, duties, etc.
3. Logistics: Computer accounts, lunch accounts, parking pass information, copier codes
4. Tour of the facilities
5. Staff/Employee Handbooks
6. Emergency procedures and universal precautions
7. Office policies and procedures including performance reviews
8. Introduction to available resources and appropriate materials

### **Pre-Internship Checklist – For the University Supervisor**

Once assignments have been given to supervisors, it is recommended that the following occur prior to the start of the semester:

1. Email to exchange contact information with both the student and site mentor
2. General overview of how observations will be handled – scheduling, time, etc.
3. Review of observation and rubrics
4. Introduction to any appropriate supervisors or administrators
5. Verification of visitor policy in the building

## **Daily Schedule Expectations**

### **Length of Day**

Interns are expected to keep the same daily/weekly schedule as a regular full-time employee. Interns should be excused to leave the internship site early, if necessary, to arrive at the required professional development seminar, held on campus, on time. Because the internship along the required internship seminar constitutes full-time academic enrollment, the intern should expect to work between 35-40 hours per week for the internship.

### **Absences**

Daily attendance is required. Any absences may be required to be made-up in consultation with the university supervisor and site mentor. The intern is responsible for notifying the site mentor and the university supervisor, if he or she will be absent prior to the start of the work day.

Excessive absences for any reason will result in termination or an extension of the internship period.

### **Athletic Involvement During Internship**

If a student is involved in a Butler University athletic program during internship, the student must make arrangements to bring together the site mentor, university supervisor, faculty member of record, and when possible, the coach. At this meeting, all aspects of the schedule for the semester should be discussed. Athletic participation should be documented as part of the Internship application materials so that it may be considered in internship site selection.

### **Employment During Internship**

Interning is the student's primary responsibility and should be viewed as a full-time academic load. Candidates are strongly urged to arrange their schedules so that they are not employed elsewhere during the internship. Internship schedule and obligations must be the student's first priority.

### **Enrollment in Additional Courses During Internship Semester**

Internship, in conjunction with the YCD Professional Development seminar course, is the candidate's primary responsibility and should be viewed as the full semester load. Most interns find that it is difficult to take additional classes during this experience. Interns are strongly advised not to attempt additional coursework during this period and absolutely are not permitted to take any course which conflicts with the scheduled internship or responsibilities thereof.

### **Required Seminars, Trainings and Interviews**

Attendance at the following required events may impact an intern's attendance at his/her placement:

- Weekly seminar course
- CYCCB testing
- Butler Interview Day
- Butler's Thanksgiving Break (Fall Semester Interns) and Butler's Spring Break (Spring Semester Interns)

## **If Issues Arise**

### **Mediation Procedures Related to Internship Placement Issues**

The intern is expected to fulfill internship responsibilities to the best of his or her abilities. Any intern who experiences conflict or discomfort with the placement will be expected to discuss the issue(s) directly with the site mentor and the university supervisor. The faculty of record may also be included, if needed. It is the candidate's responsibility to handle sensitive situations in a confidential, ethical, and appropriate manner.

### **Placing an Intern on Growth Plan for Completion of Internship**

The site mentor and/or the university supervisor should notify the program faculty as early as possible when an intern is experiencing difficulties in meeting satisfactory ratings in one or more areas during the internship placement. Each case will be handled individually.

If an intern is deemed to not be making sufficient progress, s/he/they may be put on an academic contract. This growth plan will include specific and measurable goals that are tied directly to the internship rubric.

The intern, university supervisor, site mentor, and faculty of record will sign off on and will each receive copies of the plan. Possible outcomes from the steps outlined above include:

- The intern satisfactorily meets the requirements of the contract and is allowed to complete the internship experience.
- The intern makes significant progress but does not make adequate progress in some or all identified areas for improvement. In this case, A mutually agreed upon extension and/or an additional placement will be required. A grade of I (incomplete) will be assigned until the completion of the additional internship experience.
- The intern makes little or no progress in remediating the identified area(s) of concern. Under these circumstances, the internship assignment will be terminated and the Assistant Dean of Student Personnel Services and other appropriate faculty of record will discuss consequences (regarding grades, future enrollment options, degree options, etc.) and other options (e.g., personal counseling, career counseling, degree, etc.) with the student.
- The intern may decide to withdraw from the internship. Under these circumstances, the Assistant Dean Student Personnel Services and faculty of record will discuss consequences and options (e.g., personal counseling, career counseling, change of major/degree, etc.) with the student.

Internship is graded on a pass/fail (P/F) basis. In order to be recommended for degree completion, a candidate must receive a P (pass) grade. In this case, credit is earned toward graduation. An F indicates that the candidate does not pass and does not receive credit. A passing grade for the internship is required to complete the major and degree requirements.

### **Termination of Placements**

The Assistant Dean Student Personnel Services may terminate an internship assignment under the following situations:

- Site mentor or Site administrator requests termination
- University supervisor or faculty recommends termination
- The student requests withdrawal
- A major disruption at the organization/agency hinders completion of the assignment
- It is determined that the presence of the intern is an impediment to the mission of the organization/agency
- The intern has made little or no progress in remediating identified area(s) of concern

The Assistant Dean Student Personnel Services will place a notice of termination in the student's file. A candidate is not permitted to enroll more than twice for internship in order to pass.

### **Appeal and Reinstatement**

The leadership team, with the Associate Dean acting as chair, is the appeals body of the College of Education. A candidate who wishes to appeal a decision of the College of Education, such as dismissal from internship, should write a letter of appeal to the Associate Dean, in which the student clearly specifies a rationale for the appeal. The Associate Dean then convenes and chairs the administrative team that considers the appeal. A final appeal may then be addressed to the Dean of the College, if the student so chooses. It is the candidate's responsibility to initiate the appeal and meet all deadlines.

### **Disruption of Internship Duties**

During disruptions of internship duties (e.g., protests, work stoppage, bomb threats, etc.), interns should comply with the policies and procedures of the organization/agency and the directives of law enforcement officials. An intern should report any disruptions to his or her university supervisor for direction as soon as is practical. Should such circumstances cause a disruption to the point that the internship assignment must be terminated, the procedures under "Termination of Placements" will be followed.

In the event of a worker strike, the intern is not to report to the school, but instead, should contact the university supervisor or faculty for direction. Candidates may not participate in any job action, such as strikes or picketing.

### **Site Mentor Absences**

Whenever the site mentor is absent, the intern should carry out her or his planned responsibilities under the guidance of another appropriate mentor.

## The Art of Being a Site Mentor

### A Guide for Selecting Mentors

The College of Education takes pride in working alongside our partners in preparing youth and community workers who work toward creating communities and spaces as they could be--which is to say, more just, accessible, and equitable for all. Therefore we believe our students must be able to think critically, understand the connection between theory, development, and practice, and be passionate about learning. Our partnering mentors are a significant part of this work.

Mentoring an intern is both a privilege and an enormous responsibility. For the student, interning is a time for practice, synthesizing learning and beliefs, reflecting on their skills and the role of both and learner. It is analogous to preparation in other professional fields such as medicine. Future surgeons are mentored by master surgeons and learn through practice standing shoulder-to-shoulder and side-by-side. They do not enter their internships or residencies at the mastery level, nor do interns. Our interns need to be mentored, shoulder-to-shoulder with masterful practitioners so that our candidates are ready to enter the field and contribute right away.

### Qualities of an Outstanding Site Mentor

Perhaps one of the greatest challenges in selecting site mentors is the recognition that outstanding practitioners do not always make outstanding mentors. As you consider being or assigning a site mentor that would be ideal in this role, please think about the following:

#### Cooperating Site Mentors are able to...

- **Reflect** on their own practice in order to better inform the intern about **why they do things** and not just what they are doing
- **Model** positive professional relationships with co-workers and supervisors
- **Guide** development in a constructive manner, provide consistent positive feedback, and identify opportunities for growth
- **Utilize** person-first approaches in their work and are willing to let interns test their new ideas in a safe setting
- **Learn** from themselves, those they are serving, and the intern
- **Embrace possibilities** and positively support the mission of the organization
- **Value youth and community development work as a wonderful profession** and want to share that enthusiasm with a future youth and community development worker

### Cultivating a Colleague: The Journey from Intern to Practitioner

The internship experience for Butler candidates is not meant to be a scripted process or “one size fits all” plan. Instead, we encourage you to use the ideas below to guide your journey. The best experiences are ones that are rooted in clear communication and positive relationships between the site mentor, intern, and University supervisor. When in doubt about how things are going or what to do next, it is always best to just ask!

1. We ask that the intern and site mentor **develop a general backward map and set of goals for how the placement will progress**. Together, the intern and the site mentor should create clear, measurable objectives for the internship as well as how and when feedback and mentoring will occur between the site mentor and intern. This backward map plan should include a **projected calendar and/or schedule of duties and projects**, as well as a plan for **independent and co-planning responsibilities**. The goal is to create a road map for

the journey (even though there may be detours along the way!). We know that the plan will likely change many times, but we hope that creating a backward map of the internship will remind our interns that success comes from planning with the end results in mind.

2. **Growth is more easily recognized when goals are clearly stated and few in number.** Looking at the overall expectations as outlined on the internship rubric can be overwhelming. We encourage the site mentor, intern, and University supervisor to set goals along the way. We know that three-to-five specific goals to work on every two weeks are easier to focus on and achieve than trying to have 30 goals for the entire internship.
3. **Organizations focused on serving people can never have too many qualified advocates available to assist them in their mission. Therefore, we encourage an apprenticeship model.** Think of it in some ways as a dance—there is usually someone leading, but both are required to do the job well. Who is leading may ebb and flow, but both partners working together will serve the organizational mission in ways that could not happen if an intern wasn't present.
4. **Project planning and implementation approaches will always be closely aligned with the context and expectations of the organization/agency.** We recognize that an intern's work at our university admission office will look much different from an intern's work in a foster care agency. We also know that an intern's work in an after-school recreational sports program might have a lot in common with an after-school arts immersion program. We do expect our interns to come prepared daily, and we do ask that, when possible, **an intern be allowed to utilize researched based practices he/she/they has learned during the program of study as long as it supports the organization's goals.**
5. **We ask that the internship experience operate from a framework of Asset-Based Thinking.** The text we use to guide us in the Butler College of Education is *Change the Way You See Everything* by Kathryn Cramer and Hank Wasiak. This means we focus on: **Opportunities** rather than problems: "What would this challenge look like if it were solved?" **Strengths** more than weaknesses: "What is going well, and how can we build on that?" **What can be done** instead of what can't: "How do we move beyond the 'Yeah, but?'"
6. Finally, we ask that all involved in cultivating our newest colleagues remember that **youth and community work is inherently a joyful profession.** No one gets into public service work because they want to be unhappy. So remember to find something each day to laugh about, celebrate, or feel passionate about. **Help our newest professionals become that hopeful, enthusiastic colleague that we would welcome to have in our organization/agency.**

## **Role and Responsibilities of the Site Mentor**

Site Mentors are selected in collaboration with the Assistant Dean Student Personnel Services, the COE program faculty, the content area concentration faculty, and the appropriate representatives of the organization/agency. Site Mentors are chosen based on their experience and willingness to accept the responsibility of guiding and nurturing the professional growth of an intern. They are looked to as a model for professionalism that can provide diverse opportunities and information to assist the intern to enrich his or her learning. Expectations for the site mentor include the following:

- An inherent love of the profession
- A willingness to develop a positive, collegial, collaborative relationship with the intern
- Ability and desire to support an apprenticeship model
- Clear and intentional communication that facilitates an intern's positive growth and development
- A willingness to collaborate with the university supervisor in supporting the intern's growth, including attendance at the semester kick off orientation meeting
- Guide, teach, and assess the intern through the experience – including both strengths and opportunities for growth
- Provide both verbal (minimum of 4 times) and written feedback (minimum of 2 times) assessing intern's job performance based on set goals and performance rubric.
- Completion of all university/accreditation paperwork
- Complete the formal midterm and final evaluation and participate in a conference with the supervisor and intern to debrief the results
- Write a letter of recommendation or a letter of documentation for the intern

## **Required Qualifications**

- Has at least three years of successful experience within the field
- Demonstrates the knowledge, dispositions, and performances for successful performance-based assessment

## **Preferred Qualifications**

- CYC-P credentialed
- Experienced in a supervisory capacity (e.g., previously mentoring an intern)
- Is a Journey Fellow or has completed a mentor training process
- Demonstrates ongoing commitment to their own professional development

## **The Art of Being an Intern**

The internship experience is one in which the intern occupies both the position of a student as well as the position of a youth/community worker charged with professional responsibility. This is challenging, and interns should plan to devote maximum energies to the experience. The experience will take place over a full semester in a single internship with a single organization whose mission matches both your education program preparation and your content concentration preparation. Specific length of the individual placements may vary slightly depending on the nature of your internships but generally, the internship will last 16 weeks with one of those weeks being Butler's Spring Break.

### Expectations for the intern during internship include the following:

- Attend all orientations, seminars, and interview days scheduled by the University
- Be familiar with and be prepared to implement all parts of the YCD Internship Handbook
- Be familiar with the host organization/agency's policy, both as it is related to employees and those it serves
- Meet with the site mentor to introduce yourself and to find out about expectations and procedures
- Adhere to policies and expectations of the assigned internship including such things as appropriate professional dress, behaviors, language, and attitude
- Demonstrate professional discretion and confidentiality, including on social media
- Call both your site mentor and university supervisor if you must be absent from your internship or late for any reason
- Be open-minded and recognize that, while you are developing your own skills, you must respect the policies and procedures of the organization and the site mentor
- Be fully and actively integrated into the workings of the apprenticeship model
- Establish clear communication lines with both the site mentor and university supervisor
- Establish a schedule for both planning and feedback with the site mentor and university supervisor. This should take place a minimum of 6 times throughout the semester.
- Complete all required assessments and assignments
- Complete required CYCC certification testing at the Associate or Professional level

The essential litmus test for any decision made in the internship is, **“What is in the best interest of the people this organization seeks to serve?”** If you follow this as your first question, you generally will head down the right path!



## The Art of Being a University Supervisor

The University supervisor is an employee of the College of Education at Butler University, who shares the responsibility for the professional growth and development of the intern. The University supervisor is both an affiliate instructor and a liaison between the University and the school. He/she/they is accountable for working cooperatively with the staff and the organization/agency personnel to design and implement appropriate and effective experiences for each intern. The University supervisor serves as a source of information and support for both the intern and the cooperating site mentor. Expectations for the University supervisor include the following:

- Establish procedures for communication between you, the intern, and site mentor
- Participate in conferences with the intern and site mentor as needed
- Confer with the intern and/or site supervisor 5-6 times per semester to assess the intern's performance based on goals set and rubric criteria. Given the varying nature of internship, on [site observations](#) may not be appropriate to some internships.
- Maintain appropriate records for each student, clearly documenting each conference and observation
- At the middle of the term, evaluate your intern using the [CYC-P Internship Assessment](#) document
- Discuss the evaluation with the intern and site mentor as you set goals for the remainder of the experience
- Document and discuss any absence from internship
- Provide copies of written observations to the intern
- Notify the program faculty and the Assistant Dean of Student Personnel Services of any concerns as early as possible
- Write a letter of recommendation or documentation for the intern on Butler letterhead
- Submit mileage record sheets with the completed expense report to SC 105.

### Required Qualifications

- Have successful experience/or connections in the content area of supervision
- Demonstrate the knowledge, dispositions, and performances of a professional educator
- Be able to facilitate growth and provide positive and/or proactive support
- Be well versed in the apprenticeship model
- Demonstrate ongoing commitment to their own professional development
- Be knowledgeable of the mission of the organization/agency your intern(s) are with
- Be able to observe and meet with interns as needed (which may exceed the minimum of six observations of the formal evaluation process).

### Preferred Qualifications

- Experience with interns in a supervisory capacity

## Intern Observation Form

Intern: \_\_\_\_\_ DATE: \_\_\_\_\_ SITE: \_\_\_\_\_ OBSERVATION # \_\_\_\_\_

### 3 Strengths

- 1.
- 2.
- 3.

### 3 Opportunities for Growth

- 1.
- 2.
- 3.

### Today I observed

Professionalism

Equitable Mindset regarding Cultural and Human Diversity

Application of Human Development theories

Positive Relationship and Communication

Method/Practices Appropriate to Context

Notes:

### Today we reviewed/discussed

Long and short term goal/project planning

Informal assessment documentation

Formal assessments

Collegiality

Professional reflection

Communication with Stakeholders

Other

## CYC-P Assessment

*\*Document created for Butler COE internal use, based on original form created by CYCCB*

**Butler University**  
**Intern Evaluation**

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

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

**Supervisor** \_\_\_\_\_ **Midterm or Final?** \_\_\_\_\_

**DIRECTIONS**

- This is an evaluation representing a snapshot of the intern’s performance at this point in his/her placement. **This form will become part of the documentation in the student teaching folder.** You should provide the intern with a copy as well.
- The assessment form below focuses on five competencies for professional child & youth work practitioners as set out by the Child & Youth Care Certification Board. Each of the five areas has also been linked to the Core Values of the Butler University College of Education. It is understood that most interns will not have had a chance to do all of the things described below. Please assess your candidate’s performance in each area using the scale defined below:
  - N/O – This is an area that was not observed, is not applicable or should not be assessed at this time.
  - (1)**Never** - The intern may be showing this skill occasionally but struggles with it or the intern should have demonstrated the skill, but did not. Performance is **not** at the anticipated level for this point in his/her development and still needs much improvement. Intervention is needed.
  - (2)**Rarely**- The intern performs this skill at an acceptable or basic level for an intern at this point in his/her development but needs to continue to grow in this area.
  - (3)**Occasionally** - The intern performs this skill competently at this point in his/her development and continues to develop in this area.
  - (4)**Frequently** - The intern is highly proficient with this skill at this point in his/her development and demonstrates it frequently, understands the purpose behind it and can replicate it with ease.
- The Intern (I), Site Mentor (SM) and University Supervisor (US) should note their scores under each of the indicators in the boxes provided. All parties should then sign the document at the end of the conference.

|  | 5 - Very Frequently | 4 - Frequently | 3 - Occasionally | 2 - Rarely | 1 - Never | N/O |
|--|---------------------|----------------|------------------|------------|-----------|-----|
| <b>PROFESSIONALISM</b>   |                     |                |                  |            |           |     |
| <i>Core Value of Teaching, Learning and Mentoring: The candidate knows the subject matter and is able to teach it clearly to others.</i> |                     |                |                  |            |           |     |
| 1. The applicant demonstrates the ability to give and receive constructive feedback.   |                     |                |                  |            |           |     |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 2. The applicant meets workplace expectations regarding attendance, punctuality, sick and vacation time, and workload management.  |  |  |  |  |  |  |
| 3. The applicant maintains personal appearance and behavior that reflects an awareness of self as a professional as well as a representative of the organization.  |  |  |  |  |  |  |
| 4. The applicant demonstrates self care practices as evidenced by recognition of personal strengths, limitations, feelings, and needs and the ability to separate personal from professional issues.                                       |  |  |  |  |  |  |
| 5. The applicant conforms to professional ethical standards, principles and values.  |  |  |  |  |  |  |
| 6. The applicant demonstrates an understanding of proper procedures for reporting and correcting non-compliance.   |  |  |  |  |  |  |
| 7. The applicant ensures that the views of children, youth, and families are heard and considered regarding decisions that directly affect them.   |  |  |  |  |  |  |
| <b>CULTURAL AND HUMAN DIVERSITY</b>  |  |  |  |  |  |  |
| <i>Core Value of Diversity and Similarity: The candidate accounts for the different ways that students learn, including their cultural differences.</i>  |  |  |  |  |  |  |
| 1. The applicant recognizes and prevents the use of stereotypes.   |  |  |  |  |  |  |
| 2. The applicant uses appropriate displays of affection and physical contact that reflect sensitivity for individuality, age, development, cultural and human diversity as well as consideration of laws, regulations, policies and risks. |  |  |  |  |  |  |
| 3. The applicant communicates with children, youth, families, and co-workers in a manner sensitive to cultural and human diversity.  |  |  |  |  |  |  |
| 4. The applicant creates environments that respect human diversity in the world (i.e. through arts, diversity of personnel, programs, materials, etc.).  |  |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 5. The applicant demonstrates sensitivity to culture and human diversity in setting appropriate boundaries and limits on behavior, including risk management decisions.                                 |  |  |  |  |  |  |
| <b>APPLIED HUMAN DEVELOPMENT</b>  |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| 1. The applicant responds to behavior while encouraging and promoting alternatives for the healthy expression of needs and feelings.  |  |  |  |  |  |  |
| 2. The applicant designs and implements group work, counseling, and behavior guidance with sensitivity to individuality, age, development, and culture.   |  |  |  |  |  |  |
| 3. The applicant creates and maintains a safe and growth promoting environment.   |  |  |  |  |  |  |
| 4. The applicant makes risk management decisions that reflect sensitivity for individuality, age, development, and culture.   |  |  |  |  |  |  |
| 5. The applicant demonstrates the ability to support development in a broad range of circumstances in different developmental domains and contexts.   |  |  |  |  |  |  |
| <b>RELATIONSHIP AND COMMUNICATION</b>   |  |  |  |  |  |  |
|   |  |  |  |  |  |  |
| 1. The applicant demonstrates a variety of effective verbal and non-verbal communication skills (i.e. use of silence, active listening, empathy, reflection of feeling, reframing, questioning skills). |  |  |  |  |  |  |
| 2. The applicant sets appropriate boundaries and limits regarding behavior using clear and respectful communication.  |  |  |  |  |  |  |
| 3. The applicant conveys the willingness to form healthy relationships through contact, communication, appreciation, shared interests, attentiveness, mutual respect and empathy.                       |  |  |  |  |  |  |
| 4. The applicant demonstrates personal characteristics that foster and support relationship development.  |  |  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 5. The applicant demonstrates an understanding of and ensures that applicable procedures regarding confidentiality, consent for release of information and record keeping are explained and clearly understood by the parent/caregiver and by the child and follows those procedures in a caring and respectful manner. |  |  |  |  |  |  |
| 6. The applicant acts as a positive role model in the handling of activities and situations of daily living.  |  |  |  |  |  |  |
| 7. The applicant sets, maintains and communicates appropriate personal and professional boundaries.   |  |  |  |  |  |  |
| 8. The applicant develops relationships with children, youth, and families which are caring and purposeful in nature.   |  |  |  |  |  |  |
| 9. The applicant establishes and maintains effective relationships within a team environment.   |  |  |  |  |  |  |
| 10. The applicant takes responsibility for collective duties and decisions within the team.   |  |  |  |  |  |  |
| 11. The applicant demonstrates/takes part in building cohesion among team members through participation in team-building initiatives.   |  |  |  |  |  |  |
| <b>DEVELOPMENTAL PRACTICE METHODS</b>   |  |  |  |  |  |  |
| 1. The applicant participates in emergency procedures and carries them out in a developmentally appropriate manner.   |  |  |  |  |  |  |
| 2. The applicant uses health, hygiene and nutrition practices to support healthy development and prevent illness.   |  |  |  |  |  |  |
| 3. The applicant encourages the participation of children, youth, and families in assessment and goal setting in intervention planning and development of individual plans.   |  |  |  |  |  |  |
| 4. The applicant demonstrates the ability to teach skills in several domains of leisure activity (i.e. arts, crafts, sports, games, and/or music).  |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| 5. The applicant provides age and developmentally appropriate privacy and independence for hygiene and bathing.  |  |  |  |  |  |  |
| 6. The applicant creates an inviting, clean, and well-maintained physical environment, equipment and supplies which positively support activities of daily living. |  |  |  |  |  |  |
| 7. The applicant provides clear, coherent, and consistent expectations and sets appropriate boundaries.  |  |  |  |  |  |  |
| 8. The applicant effectively evaluates and disengages from power struggles.  |  |  |  |  |  |  |
| 9. The applicant employs genuine relationships to promote positive behavior.   |  |  |  |  |  |  |
| 10. The applicant demonstrates an understanding of crisis management principles and takes protective steps to avoid unnecessary risks and confrontations.          |  |  |  |  |  |  |

**Additional Comments/Goals:**

**SIGNATURES:**

**Intern:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**Site Mentor:** \_\_\_\_\_ **DATE** \_\_\_\_\_

**University Supervisor:** \_\_\_\_\_ **DATE** \_\_\_\_\_

## Letters of Recommendation: Tips for Site Mentors & University Supervisors

1. **See what the intern needs.** This does not mean asking the student to write his or her own letter, but rather ask them where "holes" exist in their current body of recommendations. For example, if a student is wonderful at project management, everyone may have noted that in previous letters. However, a student might need someone to remark about her ability to communicate effectively. A simple way to do this is to ask the student to email you three topics she or he would *potentially* like addressed in the letter.
2. **Build the letter around strengths.** One colleague noted that, "I try to remember that this is permanent. Thus, though there are things that we all need to work on, if this student is one who will be a colleague, then I try to focus the letter positively." A simple way to do this is to go back to the final evaluation rubric and build from the areas that were rated most highly.
3. **Think beyond just the specific internship duties.** Letters can certainly address internship projects, etc., but often times it is the relational qualities of service work that can set apart one applicant from another. A simple way to do this is to consider including at least one of the following: how they work with the clients being served, peers, co-workers, external stakeholders, or supervisors in the internship.
4. **Be specific and concrete.** After reading many letters of recommendation, they can all certainly start to feel the same. One way to make a candidate's letter more personal is to be very specific and concrete with your content. A simple way to do this is to include at least one direct quote from a supervisor, client, or colleague about the intern.
5. **Include professional development.** We all know that youth and community development work is more than just the hours in the office, so don't forget to address the professional growth and opportunities that the intern had while under your direction. A simple way to do this is to list the major topics of staff development, PD Days, workshops attended, etc.
6. **Remember the basics.** This is a professional document, so it should reflect that in appearance as well as content. Some simple, yet essential, parameters include:
  - a. One page, on university letterhead
  - b. A brief description of you, including role or title
  - c. Contact information, including when the organization/agency isn't open
7. **Recognize when things aren't perfect.** We are all unfinished products in our learning and development. It may be that there is still a significant issue that you feel needs to be addressed in the letter. A simple way to handle this is to remember that there is a big difference in defining something as a "weakness" and "an opportunity for continued growth."
8. **Recognize when an intern goes above and beyond.** If your intern has been a shining star in your organization, you may be seeking a way to explain that to a prospective employer. A simple way to handle this is to simply state that you would want to work with this person as a colleague, or, if applicable, that you would want this candidate to serve your child or community in some way. There really is no higher compliment than that.



9. **Make copies for now and later.** A job search is a process. Some students will find their perfect job on the first try, and others will be engaging in a second or more job searches. Keep in mind that their ability to use letters of recommendation for an extended period of time is essential. A simple way to facilitate this is to provide multiple hard copies and an electronic PDF.

### **Job Search Tips for Interns**

Students will attend seminars and work independently on the development and management of their professional job search materials. These materials should be kept up to date as candidates move through their clinical experience. In addition, they should seek review of their materials by experts in the field and/or the Butler University [CaPS](#) (Career and Professional Success office) located in the Business Building 102.

Materials should include, but are not limited to:

- Cover letter
- Resume
- Professional Identity Statement
- Letters of Recommendation and References
- Evidence of scheduled [CYCCB](#) Test and Application
- Digital Portfolio of Evidence toward CYC-P level Certification

Generally organizations will have online applications that can be completed at any time, and then follow up with materials to direct contacts can be made when positions are posted.

In addition, all Butler candidates are expected to participate in the Butler Interview Day unless they have already secured employment or graduate school admission.

## Degree Completion Requirements and CYCCB Certification

### Qualifications for Recommendation for Degree Completion

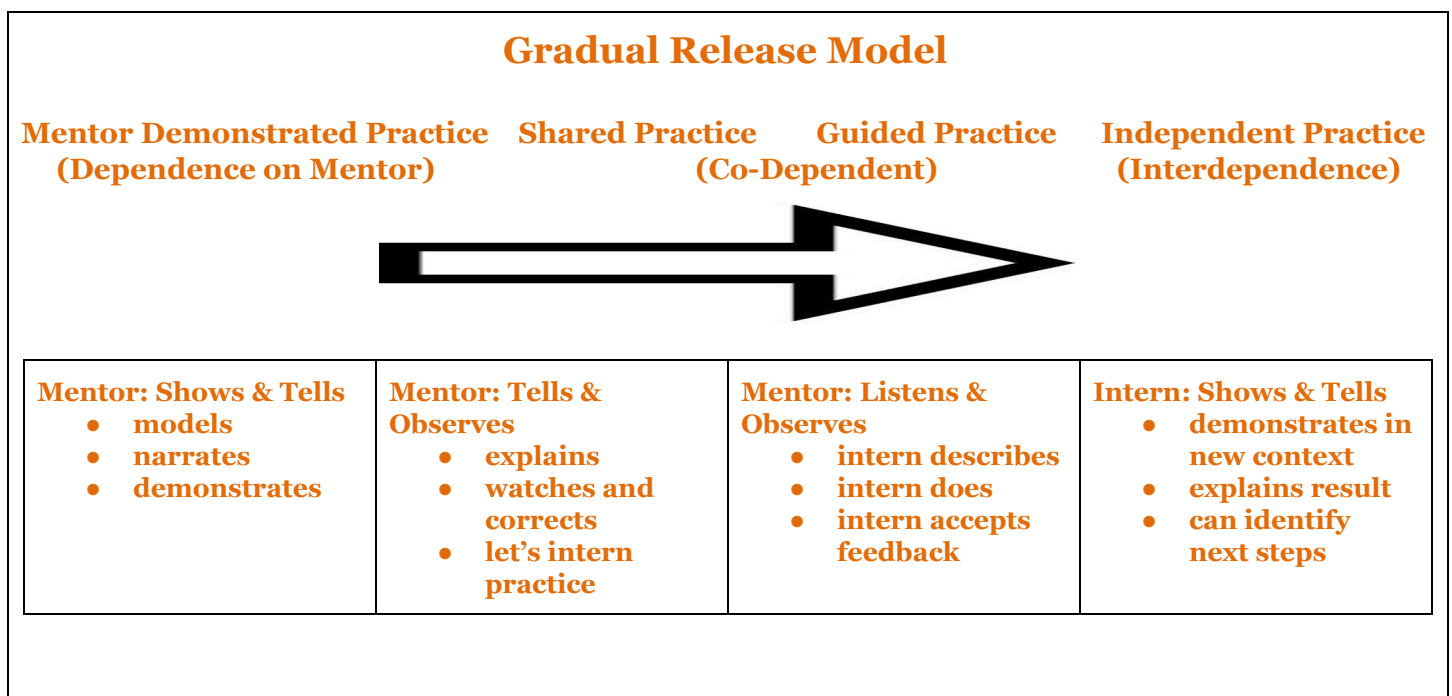
In order for interns to successfully complete Butler University's program with a recommendation for degree completion at Butler University, candidates will:

- Meet all University requirements for graduation including enrollment in 12 hours of internship and internship seminar during the final semester of the program.
- Receive favorable final evaluations from the Internship Site Mentor and University supervisor with a grade of Pass (P) assigned by the faculty of record.
- Complete the CYCCB Testing requirement for CYC-A or P level certification. Candidates are required to take (or be registered for) the exam prior to graduation. However, a passing score is not required for graduation.
- Complete the Application for CYC-A or P level certification.
- Submit proof of certification by uploading their valid certificates to the online application.

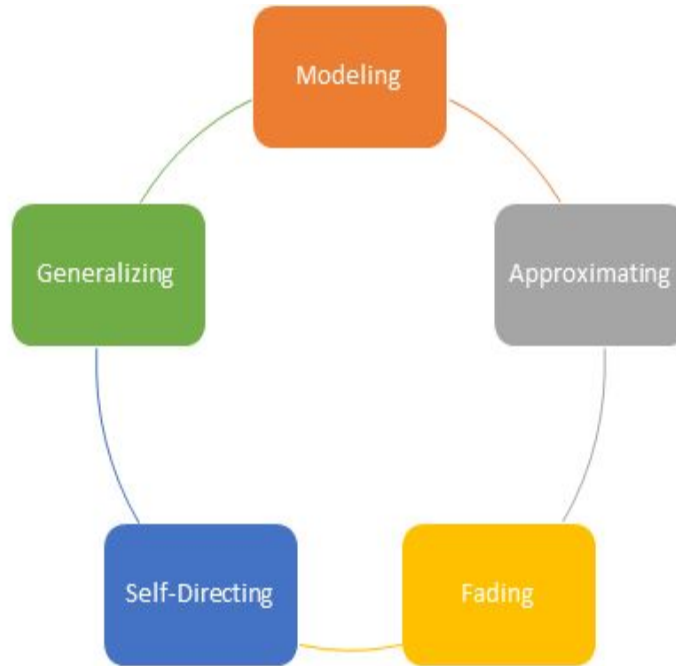
Contact the Assistant Dean of Student Personnel Services with any questions about requirements.

### The Art of Apprenticeship

At its heart, the fundamental goal of internship experience is to prepare practitioners who are competent and confident in their subject matter and practical knowledge to best serve all stakeholders. The internship experience is the intentional facilitation of identity development from student to professional. Purposeful experiences are constructed to facilitate this transition--this gradual release of responsibility to interns--by providing campus-based coursework in combination with professional experiences. Internships are a collaborative process that includes intentional placements, careful supervision and reflection on growth. Clinical experience is rooted in a strong mentoring process. The process is reciprocal; we want to contribute to organizations within the community the way they are contributing to our interns' learning.



## Elements of an Effective Apprenticeship Cycle



| Modeling  | Approximating   | Fading  | Self-Directing   | Generalizing   |
|---|---|---|--|--|
| <p><b>Strong orientation &amp; onboarding</b></p> <p><b>Clarify organizations mission and goals</b></p> <p><b>Review mutual goal setting &amp; skills based on internship application</b></p> | <p><b>Determine skill match for daily <u>routine</u> tasks with guidance</b></p> <p><b>Clarify internship's specific role in organization's mission and goals</b></p> <p><b>Clarifying expectations for both smaller and larger task/project management</b></p> | <p><b>Build strong, but flexible routine workflow and add related work with more complexity</b></p> <p><b>Informal mentoring--seek support in colleagues, not just mentor</b></p> <p><b>Balancing routine task management with projects</b></p> | <p><b>Shifting routines toward readiness for new responsibilities</b></p> <p><b>Utilizing feedback to meet goals</b></p> | <p><b>Sharing project management progress and outcomes</b></p> <p><b>Set new goals as often as appropriate</b></p> |