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# **COMMUNITY-AS-SCHOOL**

*... an individualized academic opportunity for*

**... Montabella & Vestaburg High School *students***

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**Congratulations**

**on your interest in the**

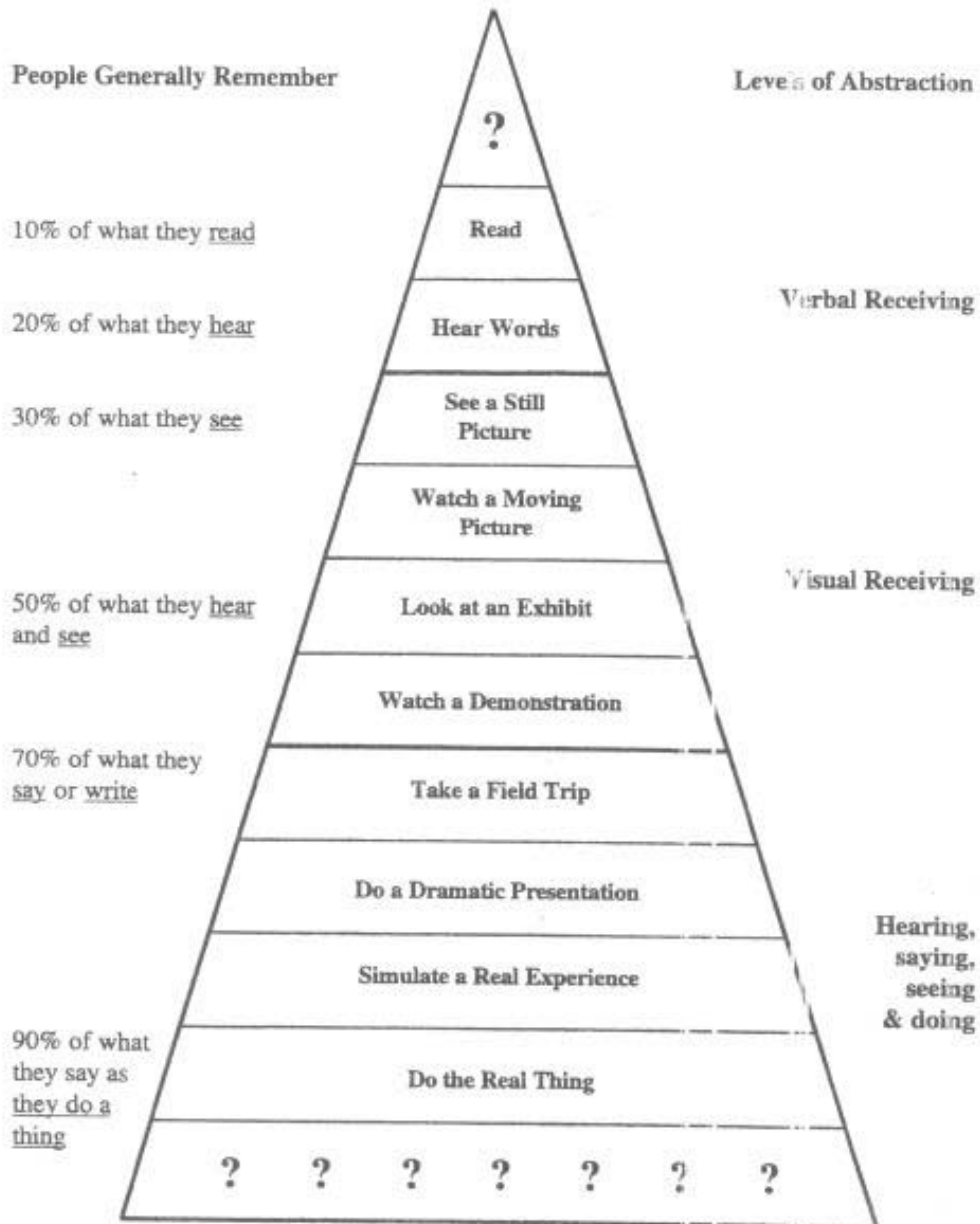
**Community-As-School program!**

If an internship placement can be arranged for you, you will have an opportunity to be a part of a unique and challenging learning experience in the "real" world under the guidance of a Community Teacher .

Upon successful completion of an internship, including a LEAP, you will receive credit through Montabella/Vestaburg High School.

This handbook has been compiled as a means of informing you about the Community-As-School program. If you have questions after reviewing this handbook, please contact Mrs. Nichols, Community-As-School Resource Coordinator at either (989) 427-5175 or (989) 268-5343.

## Diagram: Learning Via Experience



from Wiseman & Merriam, *Educational Media*, Charles Merrill, 1969

## **CAS OVERVIEW**

"City-As-School" originated in New York City as an alternative high school 25 years ago with the primary curriculum objective of linking students with learning experiences throughout the city.

Presently, high school personnel all over the country are being trained to alter City-As-School to "fit" their needs.

At Montabella/Vestaburg High Schools, Community-As-School is an individualized internship program open to juniors and seniors who desire an opportunity to explore their career interests at an in-depth level.

Learning sites (resources) are presently being established in our community and surrounding areas which will be offered to students as an alternative way of earning high school elective credit.

Individualized curriculum called a LEAP (Learning Experience Activity Packet) is written for each work placement. This enables the Community Teacher (CT---job supervisor), the intern, the Community-As-School Coordinator, and the parent to know and to focus on what skills are to be taught and activities to be completed.

Student (intern) selection will be dependent on available resource sites and alignment to student's EDP (Educational Development Plan).

### **SAMPLE PLACEMENTS:**

John Doe placed at Kelsey Memorial Hospital, Radiological Assistant. Curriculum (LEAP) is developed for elective credit. John is at the resource in the mornings. Meets with group of CAS students and Coordinator weekly for a Team Meeting.

Sue VanDoe placed at Maxfield's Restaurant, Manager Assistant Curriculum (LEAP) is developed for elective credit. Sue is at the resource in the mornings and some weekends. Meets with group of CAS students and Coordinator weekly for a Team Meeting.

Jeff Jones placed at Lakeview Animal Clinic, Veterinarian Assistant. Curriculum (LEAP) is developed for elective credit. Jeff is at the resource in the afternoons. Meets with group of CAS students and Coordinator weekly for a Team Meeting.

## **MISSION STATEMENT:**

Community-As-School personnel will strive to provide opportunities for qualified students to serve internships under the direction of professionals for the purpose of developing career skills which are necessary for success in contemporary trades, occupations, and professions.

## **GOALS:**

1. Students will demonstrate success in academic skills.
2. Students will demonstrate success in personal management skills.
3. Students will demonstrate success in teamwork skills.
4. Students will demonstrate success in Michigan's benchmarks employability skills.

## **TERMINOLOGY:**

Community Teacher (CT): The CT is the on site professional who serves as both an instructor and mentor for the student who is serving an internship. The CT's responsibilities are to provide a meaningful learning experience, offer input for the LEAP, track the interns' learning and complete an evaluation at the conclusion of the internship.

Resource Coordinator (RC): The RC serves as the liaison for all parties involved in the internship. The RC's responsibilities are to assist the student and the Community Teacher (CT) to make the internship as rigorous and relevant to the "real" world as possible by developing the Learning Experience Activity Packet (LEAP), making site visits and/or phone calls on a regular basis to track attendance and progress, attend intern presentations, and consult regularly with interns, resource persons and staff members.

Learning Experience Activity Packet (LEAP): The LEAP is the individualized curriculum which contains specific goals, activities and deadlines which are written to facilitate a rigorous and relevant learning experience. The content of the LEAP is dependent upon each student's needs and/or desires for educational enrichment.

## **SEMESTER PROJECT:**

Semester project is an important component of the internship experience. The intern may choose to expand an activity from his/her LEAP or develop a project to use as the semester project.

It may be:

1. an extensive oral presentation with a short written paper  
extensive oral means 15-20 minute speech  
short written paper means 1 to 2 pages typed
2. an extensive written report with a short oral presentation  
extensive written paper means 8 to 10 pages typed  
short oral means 3 to 5 minute speech
3. a demonstration model and a short written paper  
demonstration means a presentation 15 to 20 minutes  
short written paper means 1 to 2 pages typed

## **GUIDELINES FOR PROJECTS:**

1. Must be directly related to internship.
2. Must be approved by RC and CT.
3. Visual aids and graphics are encouraged for all speeches or demonstrations
4. Written papers must be typed (no errors) with appropriate documentation  
**including a title page and bibliography page.**

## **GRADING:**

CAS is a program offering students flexible hours to meet their specific needs or interests. All LEAP's are written for either 1 or 2 elective credits similar to the Montcalm Area Career Center and the CO-OP program).

All CAS internships are graded as follows:

A = excellent

B = good

C = fair

D = poor

F = failure to meet the requirements of the program and/or job

**Standards for CAS grading are on the next page.**

# **STANDARDS FOR CAS GRADING**

## **A/B---EXCELLENT TO ABOVE AVERAGE**

1. Weekly journal writings are quality level.
2. Weekly journals are turned in to RC on time.
3. Weekly time sheets are accurately filled in and turned in to RC on time.
4. On time to weekly team meetings and fulfills classroom commitments.
5. All LEAP activities completed to a quality level.
6. Time requirement fulfilled for the semester.
7. Semester project meets requirements and is quality.
8. Maintains a positive attitude toward CAS commitment.
9. Documents achievement in academics, personal management, and team work skills in a working portfolio.
10. CT evaluation ratings---at 3 or higher.

## **C/D---AVERAGE TO POOR**

1. Weekly journal writings are quality level 80% of the time.
2. Weekly journals are turned in to RC on time 80% of the time.
3. Weekly time sheets are accurately filled in and turned in to RC on time 80% of the time.
4. On time to weekly team meetings and fulfills classroom commitments 80% of the time.
5. All LEAP activities completed.
6. Time requirement fulfilled for the semester.
7. Semester project meets minimum requirements.
8. Maintains a positive attitude toward CAS commitment.
9. Documents some achievement in academic, personal management, and team work skills in a working portfolio.
10. CT evaluation ratings---80% at 3 or higher.

## **F---FAILURE TO MEET THE REQUIREMENTS OF THE PROGRAM AND/OR JOB**

1. Weekly journal writings at quality level less than 80% of the time.
2. Weekly journals turned in on time to RC less than 80% of the time.
3. Weekly times sheets not accurately filled in or turned in 80% of the time on time.
4. On time to weekly team meetings and fulfills classroom commitments less than 80% of the time.
5. LEAP requirements not completed.
6. Time requirement not fulfilled.
7. Semester project requirement not fulfilled.
8. Poor attitude.
9. Lacks development of working portfolio
10. CT evaluation ratings---less than 80% at 3 or higher.

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Community-As-School is an individualized internship program open to juniors and seniors who desire an opportunity to explore their career interest at an in-depth level.

Learning sites (resources) are established within the community by the Resource Coordinator.

Individualized curriculum called a Learning Experiences Activity Packet (LEAP) is developed by the resource coordinator and the community teacher.

## **PURPOSE OF COMMUNITY-AS-SCHOOL (CAS)**

The purpose of CAS is to provide an opportunity for students to earn credit while working actively with professionals on a daily basis, thereby gaining career information, skills, and knowledge.

## **PROGRAM ADMISSIONS PROCESS**

All forms and information are available in each high school CAS office or directly over the Internet via each school's home page.

Montabella/[www.montabella.com](http://www.montabella.com)

Vestaburg/[www.vcs-k12.net](http://www.vcs-k12.net)

- Step 1            Complete and return a CAS application.
- Step 2            Participate in an initial interview with Resource Coordinator to determine areas of interest and alignment to EDP.
- Step 3            Complete and return a parental permission slip, medical form and all other forms required.
- Step 4            Participate in an on-site interview with the prospective community teacher.
- Step 5            Complete and return training agreement. (This step signifies the student's acceptance of the LEAP and resource.)
- Step 6            Parent(s) or guardian(s) attend CAS orientation meeting provided by Resource Coordinator.

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## COMMUNITY-AS-SCHOOL STUDENT REQUIREMENTS AND EXPECTATIONS

Students shall complete and return all forms before beginning internship:

1. application
2. parent or adult permission slip
3. medical form
4. photo/video taping permission form
5. training agreement
6. driver's license and proof of insurance

**Interns will participate in the CAS Program Orientation including a safety orientation program before beginning work.**

Interns will turn in the following on a weekly basis or risk being removed from the program:

1. signed time sheet
2. dated QUALITY journal

**To receive credit students shall complete the following by the established deadline:**

- 1. complete all LEAP goals/activities**
- 2. have satisfactory final project**
- 3. have completed all required number of hours**
- 4. have favorable evaluation from community teacher**

Students shall provide their own transportation.

Students shall be in attendance daily at the resource site and/or high school as scheduled. In case of illness, the intern is responsible for notifying the school (as per school rules) and calling the community teacher in a timely manner.

Students shall arrive on time.

Students shall arrange with the community teacher to make up all time missed for any reason.

Students shall be appropriately dressed (dressed per job site regulations).

Students shall comply with all regulations at the resource site.

Students shall maintain a professional relationship with the community teacher at all times.

Students shall observe complete CONFIDENTIALITY! Upon leaving the business, all comments should be kept very general. All discussions of names and other specifics must be avoided.

Students shall seek assistance immediately from the resource coordinator whenever a situation warrants it.

## **Guidelines for Journals**

Journals are required of ALL CAS interns. They are a significant part of the curriculum and are not to be taken lightly. Reflective thinking and quality writing are REQUIRED.

Students with documented learning disabilities will be allowed to use an alternative journal format as established by their resource room teacher and the resource coordinator.

### **Basic Guidelines:**

Select a journal notebook style that meets your needs (spiral, loose leaf binder, email)

All entries must be dated with month/day/year

Each entry must be a minimum of 75 words

Content should be thoughtful, detailed and honest

Writing should be legible, with an effort to use standard English grammar and spelling

The process journal gives you a way to write about your learning experience. Some of its uses are to reflect on problems, anxieties, and experiences in your class or at your Resource. You may record difficulties, frustrations, successes and questions you might have. In addition, you may record personal reactions to teachers, Resource Coordinators, Community Teachers, peers, co-workers or any group you take part in. You may use your journal to record any problem you are having that interferes with your learning experience.

Your journal is considered a confidential document between you the intern and your Resource Coordinator unless you give permission to the RC to share information with a particular party.

If you choose, you may use any of the ideas listed below as starting points for your journal entries. You may wish to use them once only, or to repeat the topic if it seems useful or important.

1. How does it feel to be in a new place?
2. Some questions I have about my Resource (today's lesson, my project, the article I read) are
3. Do a free writing on today's assignment at the Resource, summarizing what you know and what you still need to know.
4. Write about a conflict, success or disappointment you are experiencing at your Resource.
5. Write a dialogue between yourself and someone at your Resource or in a class that deals with personal conflict.
6. Write a letter in which you talk about a need that you have at the Resource (in a class, in completing a project) that needs to be addressed.
7. Describe the expectations you had of this Resource when you chose it, and whether those expectations have been met or changed as a result of the actual experience.
8. Describe the process of completing your LEAP or project. How do you feel about doing it? What parts do you enjoy? What parts do you need help with?
9. To what extent does the LEAP reflect what you have learned at the Resource?
10. Discuss changes or additions you would like to make to your project or LEAP.
11. Describe one job, person or department at your Resource that you would like to know

- more about. Why?
12. Who at the Resource would you like to know more about? What do you need to ask that person to understand who he/she is as a person, or how he/she got to hold this job? Write down the questions you would need to ask.
  13. Actually conduct the interview you have sketched out in idea 12.
  14. Describe the Resource activity you most enjoy and the activity you least enjoy.
  15. Write about a risk you took in a class, Resource or project.
  16. Write about a conflict you are having in a class or at the Resource, from the point of view of the teacher, Resource Person or peer.
  17. Discuss what your Resource has taught you about yourself.
  18. Which of your accomplishments in class at a Resource or working on a project can you take pride in? Why?
  19. Talk about specific struggles you have overcome.
  20. Evaluate the role of the Resource Person or Resource Coordinator (or other school staff) at this Resource or at others.
  21. Describe your work space. How do you feel about it? Does it help or hinder your performance?

### **Another Option**

You may want to organize your pages into sections addressing each section daily:

- Activities and skills used to accomplish them:
- Observations:
- General feelings:
- General Comments:

## **RUBRIC FOR JOURNALS**

A Rubric sets a standard for achieving quality by specifically listing what is needed to reach that quality.

### **QUALITY:**

Daily journal entries:

1. explain what happened or what was done on the job
2. explain how personal management, academics, and team work skills were practiced and observed on the job and why they are important
3. discuss feelings about what is practiced, learned, experienced, or observed
4. written in complete sentences with proper spelling and grammar
5. 75 words or more

### **MEDIOCRE:**

Daily journal entries:

1. explain what happened or what was done on the job
2. mentions skills only occasionally or without explaining how they were practiced or why they are important
3. mentions feelings - "this was fun," "that was boring" without explanation or detail

4. some complete sentences with several grammatical and/or spelling problems.
5. less than 75 words

**UNACCEPTABLE:**

Daily journal entries:

1. explain what happened or what was done on the job.
2. occasionally mentions skills without explaining how they were practiced or why they are important
3. feelings not mentioned or left unexplained
4. some complete sentences with many grammatical and/or spelling problems
5. less than 75 words

Journals are a vital part of the program. Reflecting on your learning experience and how you are feeling about it is when the learning becomes internalized and real. Use the "Michigan Employability Benchmarks and Skills" on the next 2 pages to help you identify skills you are learning and using.

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## HOW TO SET UP AN INTERVIEW

How you set up your interview can sometimes make as deep an impression as the interview itself. Follow these guidelines as you call for an appointment.

1. Call the Community Teacher after you set up placement with the Resource Coordinator.
2. When the CT answers, introduce yourself in a strong clear voice by giving your full name.
3. Tell the CT you are a student at Montabella/Vestaburg High School and you are interested in an internship with him/her through the Community-As-School program.
4. Ask when it would be convenient for an interview in the next week. Tell the CT you have a deadline to meet.
5. Write down the time and directions to the site if you are not familiar with the location.
6. Thank the CT for the opportunity to meet.
7. If you do not get an answer, keep calling until you do. If you can, leave a message with a number where you can be reached.

You must make your appointment for an interview within a week of your meeting with the RC. Follow these instructions to make sure you do not lose your placement to another student.

All CAS students must go through a two-way interview before placement can be established. For that reason, it is in your best interest to review these tips prior to your interview.

## **SUCCESSFUL INTERVIEWING**

### **PREPARATION**

1. Research the company
  - Talk to someone who works there
  - Call receptionist and ask questions
  - Call Chamber of Commerce
  
2. Prepare answers to common questions
  - Why do you want to train in this company?
  - What goals have you set for yourself in this placement?
  - What are your strengths?
  - What are your weaknesses?
  - What special skills/talents do you have?
  - Tell me about yourself . . .
  - What do you know about this community?
  
3. Acquire appropriate attire
  - Ladies - Dress; dressy skirt with a modest blouse; or dark (navy is best) suit, white blouse; low to medium heels in color of suit or dress (NO DENIM); light make-up
  
  - Gentlemen - Dark suit or dress pants (NO JEANS), white shirt, quiet tie, dress shoes, DARK SOCKS which match suit/pants

### **EFFECTIVE SELF-IMAGE**

1. Arrive on time (at least 5-10 minutes early)
2. SMILE
3. FIRM handshake
4. Sit straight and pushed back into chair
5. Maintain eye contact
6. Answer without rambling---think through your answers
7. NO GUM
8. Conservative dress (see above)
9. Good grooming---hair, nails, make-up, jewelry
10. DO NOT SMOKE EVEN IF OFFER IS MADE
11. Pen and paper for notes
12. Remain composed
13. Thank the interviewer upon leaving

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## PARENT/GUARDIAN APPROVAL FORM

My child, \_\_\_\_\_ (name), has discussed the Community-As-School internship program with me. I have read the information packet and I understand that my child will be at a resource site daily working with a community teacher.

I hereby give permission for my above named minor child to participate in the Community-As-School internship program and agree to hold the Montabella/Vestaburg Community Schools, its Board of Education, its individual board members, its employees and agents, the community teacher, and \_\_\_\_\_ (work site) \_\_\_\_\_ harmless from all claims and causes of action arising out of this internship placement.

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(Parent/Guardian Signature) ..... (Date)

I can be reached during the day at: (     ) \_\_\_\_\_

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## **\*APPROVAL FORM---ADULT STUDENT**

I, \_\_\_\_\_ (name), have discussed the Community-As-School internship with the Resource Coordinator. I have read the information packet and I understand I will be at a resource site daily working with a community teacher.

I hereby give my permission to participate in the Community-As-School internship program and agree to hold the Montabella / Vestaburg Community Schools, its Board of Education, its individual board members, its employees and agents, the community teacher, and

\_\_\_\_\_ harmless from all claims and  
(work site)  
causes of action arising out of this internship placement.

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(Adult Student Signature)

(Date)

\*If student is 18 years old or older, he/she may sign into the program without seeking permission of parent or guardian.

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## Photo/Video Permission Form

Dear Parent/Guardian:

We may be photographing/videotaping our students at their work sites for the purpose of promoting CAS. We may use these as part of a presentation to assist in getting community involved in our program, to provide informational presentations to other school districts or as part of your student's mid-term or final project.

We need your permission in order to photograph/videotape your son/daughter. Please complete this form and return to Mrs. Nichols, Resource Coordinator for CAS.

\_\_\_\_\_ I give permission for my son/daughter to be photographed/videotaped.

\_\_\_\_\_ I do not give permission for my son/daughter to be photographed/videotaped.

---

(Signature)

(Date)

\*If student is 18 years old or older, he/she may sign this form without seeking parent or guardian permission.

# INTERN EVALUATION OF RESOURCE SITE AND COMMUNITY TEACHER

Student \_\_\_\_\_ Date: \_\_\_\_\_

Resource Site: \_\_\_\_\_

Community Teacher \_\_\_\_\_

<b>RESOURCE SITE</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Provided a Meaningful Experience.....			
Provided an Opportunity to Observe Other Careers.....			
I Recommend this Site for Other Students.....			
<b>COMMUNITY TEACHER</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
Provided Adequate Orientation to the Company.....			
Introduced Me to Other Personnel.....			
Provided a Set of Company Rules or Handbook.....			
Provided a Productive Learning Experience.....			
Seemed Interested in Me and the CAS Program.....			
Was Willing to Take Time to Help Me.....			
Regularly Gave Me Feedback on My Work.....			
Provided Encouragement.....			
Provided Career Information.....			
<b>CAS PROGRAM</b>	<b>YES</b>	<b>NO</b>	<b>N/A</b>
This Was a Worthwhile Experience for Me..... Why? .....			
The Leap Activities Were Meaningful..... If No, Why?.....			
I Would Recommend this Program to Other Students..... Why? .....			
I Observed Other Areas (Careers) at My Resource Site Which Could Be Developed for Interns If Yes, Give Examples.....			

On the back, explain why you would/would not encourage your friends to participate in the program.

# WORKING PORTFOLIO SKILLS LIST FOR DOCUMENTATION

## ACADEMIC SKILLS:

- A1. Read and understand written material.
- A2. Understand charts and graphs.
- A3. Understand basic mathematics.
- A4. Use math to solve problems.
- A5. Use research and media center skills.
- A6. Use specialized skills and knowledge to get a job done.
- A7. Use technology, instruments and equipment.
- A8. Speak in the language in which business is conducted.
- A9. Write in the language in which business is conducted.
- A10. Think critically, act logically, and use reason.
- A11. Solve problems and make decisions.
- A12. Write effectively to communicate with others.
- A13. Demonstrate effective listening skills.
- A14. Other.

## PERSONAL MANAGEMENT SKILLS:

- PM1. Attend school/work daily and on time.
- PM2. Meet school and work deadlines.
- PM3. Develop career plans (EEDP).
- PM4. Know personal strengths and weaknesses.
- PM5. Demonstrate self-control.
- PM6. Pay attention to details.
- PM7. Follow written instructions and directions.
- PM8. Follow oral instructions and directions.
- PM9. Work without supervision.
- PM10. Learn new skills.
- PM11. Identify and suggest new ways to get the job done.
- PM12. Demonstrate honesty, integrity and personal character.
- PM13. Demonstrate positive attitude toward life-long learning.
- PM14. Demonstrate initiative, energy and persistence to get the job done.
- PM15. Other.

## TEAMWORK SKILLS:

- T1. Actively participate in a group.
- T2. Understand and contribute to group=s goals.
- T3. Listen to other group members.
- T4. Express ideas to other group members.
- T5. Respect the thoughts and opinions of others.
- T6. Be willing to compromise to best accomplish the goal.
- T7. Be a leader or follower to best accomplish the goal.
- T8. Respect for diversity and individuality of others.
- T9. Other.

## SAFETY:

- S1. Follow safety regulations in the workplace.
- S2. Identify safe and unsafe situations and respond appropriately.
- S3. Describe solutions to problems with regard to safety of others.
- S4. Use effective problem solving skills to respond to peer pressure in unsafe situations.
- S5. Maintain good personal health standards.
- S6. Maintain basic first aid skills.
- S7. Other.

# MICHIGAN EMPLOYABILITY BENCHMARKS AND SKILLS

## 1. Communication

### Writing

- writing a report by organizing important information and expressing different points of view
- writing legibly, using correct spelling and grammar
- filling out forms; writing orders

### Speaking and Listening

- speaking clearly to convey ideas
- using business or technical terms as needed
- listening actively by asking appropriate questions
- giving and taking instructions
- presenting a report and answering questions

### Reading

- reading simple and complex instructions such as manuals
- evaluating the quality of written materials you produce or use
- combining and using a variety of information sources: manuals, maps, charts, graphs

## 2. Mathematics

- performing basic calculations
- calculating fractions, percentages and decimals
- reading charts and diagrams
- using U.S. and metric measures
- calculating distances and weight
- using a calculator to solve problems
- applying basic probability and statistics
- estimating results in problems requiring math
- estimating costs for project materials and human resources, and organizing a timeline

## 3. Science and Technology

- using scientific processes, hypothesis testing, data collection and analysis to solve problems
- following safety procedures
- using computers as tools to complete tasks as needed
- applying knowledge of earth, life and physical sciences in work settings
- choosing appropriate tools to complete tasks

## 4. Problem Solving

- recognizing and defining problems
- determining the source of the problem
- finding new and creative ways to solve the problem
- selecting the best solutions among alternatives
- carrying out decisions and evaluating the results
- determining the extent of the possible harm or danger of a solution

## 5. Responsibility

- having a good school/work attendance record
- demonstrating self-control where minimum directions and supervision are given
- planning for a decision that significantly impacts your life plans (e.g. choosing college/career path)

## 6. Organization

- understanding the task and creating a work plan
- setting high standards for quality and observing details needed to maintain it
- carrying out the actions of the work plan
- reading directions fully, taking notes, and making calculations

## 7. Flexibility & Initiative

- seeking opportunities to update your own skills
- participating in continuing education and training
- observing, considering, and describing better ways to get a job done
- persisting in completing training on a task until

your goal is accomplished

- maintaining high performance standards without supervision
- going beyond what is asked to improve your project
- recognizing a need or opportunity on your own and taking appropriate actions
- accepting new or changed responsibilities

## 8. Career Development

- developing a personal plan of action to set personal and career goals
- determining personal strengths, weaknesses and interests relative to specific career areas
- taking steps to achieve career goals
- using the employability skills assessment process to build and improve your personal portfolio

## 9. Communicating

- listening to different group members' ideas and asking intelligent questions
- preparing and presenting reports for the team to use
- expressing your own viewpoint
- giving feedback in a positive way
- accepting positive criticism
- using group planning and goal-setting to solve problems
- identifying characteristics of effective communication
- identifying own strengths and weaknesses as a communicator

## 10. Responsiveness

- recognizing differences of gender, age, and culture in team activities
- adding to another member's idea to improve it
- accepting others' cultural traditions
- seeking understanding of people with different backgrounds than your own
- defining the concept of community
- identifying roles and resources within the community

-analyzing community needs

## 11. Contributing

- understanding and contributing to the mission of the team
- representing the team to others that assist in the mission
- demonstrating loyalty to the team and showing commitment to the team's growth and improvement
- helping the team identify goals, and contributing to achieving them
- making and following a set of rules and procedures that will contribute to the mission
- helping the team develop to meet needs in the future

## 12. Membership

### Leading

- leading the team in developing its mission and goals
- using a team approach to problem-solving
- delegating work and inspiring followers to complete tasks

### Following

- understanding a team decision and working to carry out the goal
- helping other team members accomplish their tasks
- carrying out an assignment
- requesting support or help from the team when needed

## 13. Creativity

- identifying different forms of creative expression
- understanding creative expression as a reflection of the human condition

-recognizing the relationship  
between a variety of creative  
expressions and our cultural origins  
-expressing an idea through  
creative means  
-analyzing a work of art against  
present criteria