the role of the host

Goal of the Program
Our main goal is to provide students as much exposure to the day in, day out life of a professional as possible.

As a host, we ask that you

- Provide some type of meaningful work, project, or experience for the student. This work, project or experience is entirely dependent on your field. A few past examples:
  - One student last year interned at a music studio in Scotts Addition. She was given the opportunity to set up the stage for a concert that night.
  - One student interned with an interior designer. She was given a project to sort through and file incoming tile and carpet samples. She helped organize these samples and placed them in the appropriate company resource notebooks. Once completed, this student was given an opportunity to help create a design board for a bathroom.
  - One student interned with a preschool teacher. This student was given an opportunity to plan and teach a science lesson on the cycles of the moon.

- Allow the student to shadow you at work. For example, the student might
  - attend meetings,
  - observe a project in-action,
  - view a class, or
  - watch a medical procedure.

- Permit the student to interview you. The student might ask you about
  - the path you took to get to where you are now,
  - your educational background,
  - what you find most rewarding about your career, and
  - what you find most challenging about your career.

- Please sign your intern’s time sheet or send an email to Mrs. Beene at the end of the week stating the days and hours your intern worked with you.

- After the internship week, we will e-mail you an electronic evaluation form. This form provides us with feedback about our internship program and the participation of our students.

Our Students Will

- provide their own transportation to and from internship location,
- provide their own lunch,
- arrive on time,
- greet everyone warmly and smile,
- address everyone formally unless told otherwise,
- take notes,
- complete any and all assignments given to them by the host and by TNCS,
- pay attention to,
  - the employees,
  - work environment (workload and pace, team work and team cohesion, communication styles, attitude and work values), and
  - work style (skills required, procedures/interventions being performed, type and length of patient interaction, equipment used, and variety of tasks performed).

For additional information, please contact Rachel Beene at rbeene@tncs.org.
the role and responsibilities of the student

Before the Internship
- Attend Advisory Meetings to prepare for your Internship
- Complete the Internship Checklist, following steps (1-6) alongside your Advisor to locate and secure your internship, and Step 7 to figure out logistics.

During the Internship
- Provide your own transportation to and from internship.
- Provide your own lunch.
- Arrive on time.
- Greet everyone warmly and smile. Address everyone formally unless told otherwise.
- Take notes - BRING SOMETHING SMALL TO TAKE NOTES ON!
- Pay attention to
  - the employees;
  - work environment: workload and pace, team work and team cohesion, communication styles, attitude and work values;
  - work style: skills required, procedures/interventions being performed, type and length of patient interaction, equipment used, and variety of tasks performed.
- Complete any and all assignments/projects your host gives you to the best of your ability. Remember, you are a representative of TNCS.
- Complete any and all assignments TNCS gives you.
- Update your time sheet and have your host provide his/her signature.
- Interview your host!
what sets apart a TNCS student?

The New Community School empowers students who are challenged by dyslexia and related learning differences. All of our students are bright and full of potential, but their learning differences mean that traditional school environments have not been the best fit for them. Our customized, college preparatory curriculum gives the students the skills and tools that they need to be successful in school and in their future endeavors. On average, 85-90% of our graduates go on to college, and TNCS alums are working in just about every field you could imagine.

Dyslexia is
- a learning difference typically characterized by a struggle with language that can impact reading, writing, and spelling;
- a difference that impacts an average of one in five people;
- a lifelong condition that cannot be “cured” but can be helped through proper skills development and a supportive environment;
- an inherent strength, as people with dyslexia typically show proficiency in many areas, including problem solving, creativity, three-dimensional thinking, entrepreneurial endeavors, and more.

Dyslexia is not
- related to intelligence; in fact, statistics show that people with dyslexia have typically higher intelligence than their peers;
- gender specific; women are just as likely to have dyslexia than men;
- tied to behavior; dyslexia is not related to any inherent personality or behavior traits. It is many times seen as an “invisible disability”.

People with dyslexia and related learning differences typically
- read slowly and with greater effort, but are often the one to solve the problem;
- have trouble with spelling and handwriting, but their writing shows terrific imagination;
- may take additional time and focus to organize their ideas, but excel in thinking out-of-the-box and grasping the big picture;
- may have difficulty retrieving and pronouncing spoken words but have excellent vocabulary.