



College Teaching Internship Handbook

for Students and
Site Supervisors

EDL 697 College Teaching Internship

COLLEGE OF EDUCATION AND HUMAN SERVICES
DEPARTMENT OF EDUCATIONAL LEADERSHIP
EHS 334



Table of Contents

Definitions and Purposes of an Internship	3
EDL 697 College Teaching Internship	4
<i>Course Description</i>	4
<i>Student Learning Outcomes</i>	4
General Operating Procedures	4
Obtaining an Internship Site	6
<i>Student Responsibilities and Deadlines</i>	6
Responsibilities of the EDL Student Placed in an Internship	6
Responsibilities of the EDL Faculty Internship Advisor	8
Responsibilities of the On-Site Internship Supervisor	9
Internship Termination and Reassignment	10
<i>Procedures for Termination</i>	10
<i>Requesting Reassignment</i>	10
Ethics and Confidentiality	11
Professional Internship Assignments	11
Assessment	12
APPENDIX A – Leadership Internship Application	14
APPENDIX B – On-site Supervisor Agreement	15
APPENDIX C – Internship Learning Plan Agreement	16
APPENDIX D –Internship Log	17

CMU's Educational Leadership Department

The purpose of the college teaching internship in Educational Leadership is to provide you, the intern with an opportunity for an in-depth, varied and continuous teaching experience in an educational setting. Additionally, the internship will provide you an opportunity to begin mastering appropriate skills and behaviors appropriate for teachers of adult learners. This *Internship Handbook* provides overall assistance and direction for the interns, on-site supervisors, and EDL faculty and staff in their respective responsibilities.

The Department of Educational Leadership (EDL) mission is:

To develop the capacity of professionals to lead diverse organizations in innovative ways by engaging them in reflection on current organizational practices, inquiry about theory and best practices, and experiential learning.

The faculty and staff of the Educational Leadership Department support this mission by:

1. Providing a forum for students where learning, educational discussions and development can occur.
2. Promoting leadership opportunities and experiences for students through assistantships, volunteer work, internships, and interactions with professionals throughout the educational community.
3. Promoting an environment where students have the opportunity to explore individual interests, self-analyze, and develop personal strategies to manage one's own strengths.

Definitions and Purposes of an Internship

The *EDL 697 College Teaching Internship* is defined as a planned and supervised educational experience gained through first-hand observations and teaching responsibilities. Internship sites are primarily at higher education institutions or other educational organizations. Specific activities during the internship may vary greatly from one placement to another in that different students may have different learning needs and desires, and different settings will offer different learning opportunities.

The internship concept is a collaborative practical learning partnership between an EDL graduate student, who is designated an *Intern*, a faculty supervisor and the on-site supervisor. The program's philosophy is to help students enhance their professional skills through an internship that provides realistic situations in which to apply and synthesize theory and practice. The internship utilizes the services of an on-site supervisor, who guides, evaluates, and provides feedback to the intern on a regular basis, and collaborates with the CMU faculty supervisor.

Each internship is designed to include a minimum of 135 clock hours (45 hours per credit hour) of experiences and be conducted over a period of time agreed upon by the faculty supervisor and on-site supervisor. Any exceptions will be determined by the faculty supervisor in consultation with the on-site supervisor.

EDL 697 College Teaching Internship

Course Description

The EDL 697 College Teaching Internship course is designed to integrate professional practice, theory, and ethical standards within a supervised educational setting. These experiences should provide for the integration and practical application of theory and skills gained through the formal program of study and should allow for exposure to and the development of competencies in a preferred area of interest. Concurrently, an on-the-job experience of reasonable depth and length enhances the potential for superior qualification and a wider range of career and employment alternatives once professional placement is sought.

Student Learning Outcomes

During an internship placement, training activities should be aimed at providing the following generalized outcomes for the student entering the field of educational leadership. At the completion of the internship, the intern will be able to:

1. Demonstrate teaching effectiveness via a variety of teaching techniques.
2. Analyze the nexus between adult learning theory, teaching theory, and practice.
3. Apply teaching methods in a collegiate setting.
4. Implement teaching strategies that reflect engagement.
5. Assess student learning.
6. Reflect on their teaching philosophy.

General Operating Procedures

1. Before beginning your internship, carefully read through this document. Any questions should be directed to faculty internship advisor.
2. The student should identify and meet with his/her site supervisor. This is the person who will oversee the internship on a daily basis. Together they should review and sign the On-Site Internship Supervisor Agreement (Appendix A). They should also discuss the Internship Application (Appendix B) and the Internship Plan (Appendix C). Together they should agree upon a draft of both documents. These three documents should be submitted to the faculty internship advisor.
3. Internship learning objectives/outcomes will be developed cooperatively with the intern and the on-site internship supervisor prior to the internship. These objectives will articulate those activities, projects, planned experiences, and learning outcomes that will give purpose and direction to the internship. The written learning objectives/outcomes should generally be presented in priority order on the Internship Plan. The outcomes must be shared with the EDL faculty internship instructor upon completion. It is possible that the student may be asked to renegotiate objectives and outcomes at the request of the internship instructor.

4. Internship application and plan must be submitted by April 1 for summer internship; July 1 for fall internship; and November 1 for spring internship. According to University policy, an affiliation agreement between the organization in which the internship occurs and Central Michigan University must be in place before the beginning of the internship. A student may not begin accumulating internship hours until all documents (application, learning plan, and affiliation agreement) have been received and approved. Once the application and learning plan have been approved and a signed affiliation agreement is on file with CMU, the department personnel will register the student.
5. As much as possible, the internship schedule should ensure continuity and diversity of participation by arranging morning, afternoon, and when necessary some evening time blocks when possible and/or relevant.
6. All schedules will be arranged between the intern, and the on-site internship supervisor. The student intern will attend at least a one (1) hour mid-term conference with the EDL faculty internship instructor. Other face-to-face conference will be scheduled on an as-needed basis.
7. The on-site internship supervisor should regularly meet for one-on-one meetings to discuss the student's experiences to date. During this time, specific projects and activities may be assigned that can be completed within the duration of the internship semester. These meetings should be considered a part of the 135 hours required.
8. Under the direction of the on-site internship supervisor, the student intern will complete experiences with other assigned professionals observing and participating in operations, planning, projects, and problem-solving. Learning competencies, experiences, exposures, programs, projects, and assignments will be negotiated between the student intern, the EDL internship instructor, and the on-site internship supervisor.
9. The intern and the faculty internship instructor will confer around mid-internship. This review will be held to discuss specific activities, progress, and involvement of the intern related to the objectives and learning outcomes of the internship.
10. The intern will maintain a weekly work log, draft six reflective essays describing and recording learning experiences, perceptions, and reactions to particular experiences and projects, and live case-studies. These items will be submitted periodically to the internship instructor throughout the semester.
11. At the end of the internship, the on-site internship supervisor, faculty internship advisor, and intern will meet to discuss the quality of the intern's work. An appraisal letter and/or evaluation reflecting the level and quality of the performance of the intern will be submitted to the faculty internship instructor by the on-site internship supervisor at the end of the internship.
12. As internship is "real-world," experiential and interactive, it is important that students regularly attend both their scheduled hours at their internship placement, orientation, and face-to-face evaluation meetings. However, it is understood that events may occur that

prevent the student from driving to the internship site. If this does occur, it is imperative that the student contact the on-site internship supervisor.

Obtaining an Internship Site

Student Responsibilities and Deadlines

Students are encouraged to seek out an internship experience that involves a broad range of experiences and opportunities to stretch and develop professionally. Once location and an on-site internship supervisor are selected, the intern must submit the Student Internship Application and Plan (See Appendices) in conjunction with the EDL faculty internship instructor and the on-site internship supervisor. Within this application, the student must provide information regarding what the responsibilities and duties will be within the internship placement and the on-site internship supervisor's name. All of this information should be submitted to the EDL faculty internship instructor *no later than two months prior to the first day of classes during the semester in which the internship is conducted.*

Responsibilities of the EDL Student Placed in an Internship

To the prospective leadership intern:

Undertaking an internship in leadership is one of the most important phases in preparing to become an effective educational leader. Carefully review the instructions outlined in this *Internship Handbook*.

The coming and going of an intern may create the perception of some disruptions to some employees at the internship site. At the same time, interns have ideas to present for consideration that can be of value to the educational program.

Endeavor to make some permanent, tangible contributions to the department/school during the internship experience, including the following professional responsibilities:

1. The internship expects responsibility and commitment. Punctuality, attendance and preparation should reflect the seriousness of this responsibility.
2. The internship is an opportunity to learn. Observe carefully not only **what** is done, but also **the process in how** it is done at the cooperating site. Be discrete at all times about talking to friends and outsiders about what transpires at the internship site.
3. First impressions are important. Be courteous, cooperative and sincere in dealings with the EDL faculty internship coordinator, on-site internship supervisor(s), administrators, faculty, institution employees, parents, and residents of the community. The ability to work well with people and to maintain desirable relationships is one which student interns and life-long professionals must cultivate.
4. Interns are guests at the internship site; and therefore are expected to support the school,

college or university, agency, or organizational policies and personnel. All rules and regulations are to be followed and always follow the chain of command. The on-site internship supervisor is the intern's immediate supervisor.

5. All on-site internship supervisors are concurrently educational professionals at the internship site, and expect interns to become a contributing member of the employee group(s). Every on-site internship supervisor has certain obligations at his/her place of work, and indirectly to the EDL program and to the internship instructor. Interns must be willing to do their fair share of the work. At the same time, interns are not expected to be assigned to do "odd jobs" or carry out responsibilities beyond their authority and experience.
6. Interns should dress, talk and act as professionals. They should exemplify professionalism in dealing with confidential information. Interns should demonstrate a professional attitude and appearance in all contacts in the institution and community.
7. Interns should assume responsibility for the quality of their experience, seek out challenging opportunities and ask for new assignments or responsibilities. Interns should use initiative, but keep the on-site internship supervisor informed.
8. Clear professional ethics and confidentiality are critical to free and frank discussions while learning on an internship. Matters discussed in an internship which stem from events while "on the job" will be held in confidence and not discussed outside of the internship with anyone—including family members and friends. However, it is vital that on-site internship supervisors be aware that matters stemming from work in internship sites may be eligible for discussion in future classes under the supervision of the EDL faculty, and that these matters will be kept in strictest confidence.
9. Interns should not hesitate to ask for assistance from the on-site internship supervisor. If interns do not know how to complete a task, they should communicate this to the on-site internship supervisor.
10. Interns should never criticize one student or employee to another, nor should interns criticize EDL faculty internship instructor, on-site internship supervisors, administrators, or CMU or any other institution to others. Conduct unbecoming of a professional is considered just cause for removal from a internship site and/or from the internship course, and will not receive credit for the internship course.
11. Interns should not be afraid to suggest new ideas but strive for tactfulness when doing so.
12. Interns should strive to learn all they can during their internship experience, and gain experience in all phases of the positions and/or projects assigned.
13. Interns should take criticism in the spirit in which it is offered. Suggestions will be offered for professional improvement. Invite suggestions and profit by them. Make positive changes in teaching as suggested by the on-site internship supervisor.
14. Be prepared to spend the time necessary to participate in the activities expected of on-site

internship supervisors. It may be expected to take an active role in evening and weekend activities. Remember that the internship is an opportunity to experience the ‘real-world’ roles and responsibilities of a school, college/university or related agency professional. Plan to be involved in a variety of activities and budget time and other resources in order to allow for full participation. Other employment is permitted during the internship.

15. Set aside time regularly for meetings with the on-site internship supervisor.
16. Before leaving the institution at the end of the internship placement, be sure to personally express appreciation to the on-site internship supervisor(s), managers/directors and coordinators working at the internship site. Use good manners and follow this up with written expression of appreciation and thank you.
17. Know the rules and policies of the department or division assigned—paperwork, process, file handling, supervision, etc. Follow the rules. In most cases they were created for good reasons. It is OK to ask the on-site internship supervisor about the history of a policy or procedure and even to raise concerns about its effectiveness.
18. Become very familiar with the academic and working calendar of the assigned internship site. Missing an appointment is unprofessional, so structuring and disciplining time is a learned behavior.
19. Letters of recommendation from professors and a student’s advisor in the EDL department are important, but if they have not actually supervised the student in practice, then they are not really equipped to speak directly about an intern’s skills. Letters of recommendation from on-site internship supervisor(s) carry significant weight. Plan and network accordingly.

Responsibilities of the EDL Faculty Internship Advisor

1. Coordinate with on-site internship supervisor(s), if appropriate the teaching and content of the pre-internship orientation for all students enrolled in the required internship course including:
 - A. Help interns gain proper understanding of the philosophy, policies, standards, and procedures pertaining to internships.
 - B. Help each intern to surface and identify personal and professional development learning objectives/outcomes that are best met through internship experience.
 - C. Assist interns with all initial contacts with potential internship sites and possible on-site internship supervisors.
2. Guide the student intern’s preparation of the internship plan; receive and review various internship training reports and evaluations from the student intern, and the on-site internship supervisors.

3. Contact the student intern monthly during the internship placement, and respond to any problems that require attention.
4. Contact site supervisor at beginning of internship to answer questions, clarify expectations and overview the internship process.
5. Contact site supervisor at midway point of internship to receive a verbal update on the intern's progress.
6. Meet with student intern mid-internship to discuss progress, projects and to answer questions.
7. Ensure that the intern has completed all appropriate follow-up activities at the conclusion of each internship placement, including all projects, reports, and evaluations have been completed to the satisfaction of the on-site internship supervisor.
8. Complete on-site evaluation meeting between intern and site supervisor.
9. Assign intern's final credit, taking into consideration any evaluations from the on-site internship supervisor.

Responsibilities of the On-Site Internship Supervisor

To the respective on-site internship supervisor:

The role of an on-site internship supervisor is of great importance, and is necessary to the total scheme of internship training activities. For many EDL graduate students, the internship is regarded as one of the most important phases in completing their program. There is no doubt that the on-site internship supervisor will greatly influence the professional attitude of the intern as well as provide him/her with the opportunity to increase his/her professional knowledge and skills. The quality of on-site internship supervisors and their commitment, interest and efforts has tremendous influence on the outcome of internship training. Therefore, the role of the on-site internship supervisor should be viewed as both serious and necessary.

The on-site internship supervisor implies a dual set of responsibilities. The on-site internship supervisor is needed to help plan and implement meaningful learning experiences for the student intern. The on-site internship supervisor must ensure that the intern is aware of the various "do's" and "don'ts" of the organization, and that the intern fully abides by them.

In general, the on-site internship supervisor's responsibilities will include:

1. Develop an understanding of the EDL department's philosophy, policies and procedures pertaining to an internship placement.
2. Approve, in cooperation with the EDL faculty internship instructor, the intern's final internship plan, including the intern's responsibilities and learning objectives sought/desired

during the internship.

3. Take a proactive posture in all matters pertaining to internship training and experiences, including:
 - A. Identifying problems early on, and if they occur, communicating them quickly to the intern, and if necessary, the EDL internship instructor.
 - B. Identifying and employing a variety of rotational, comprehensive and complementary learning opportunities and projects for the intern.
 - C. Making the intern feel welcome; facilitating student's orientation, assigning appropriate tasks, and providing suitable and regular time for supervisory and formative evaluation discussions with the intern.
 - D. Introducing the intern to the administrative leadership team, and other faculty and employees at the internship facility.
 - E. Communicating work-site policy on such matters as:
 - a. Daily working hours
 - b. Weekends in the community, as appropriate
 - c. Responsibilities
 - d. Professional dress recommendations
 - e. Personal conduct
 - f. Absences
4. Certifying completion and sending an evaluation of the intern's performance to the internship instructor.
5. Participating in an internship evaluation meeting with the intern and faculty internship supervisor.

Internship Termination and Reassignment

Procedures for Termination

Although it is not expected that an intern will need to terminate an internship placement, this event may occur. Termination will be a joint decision by the EDL faculty internship instructor and the on-site internship supervisor.

Requesting Reassignment

At times, an internship assignment is not a good fit for the intern, and a reassignment to another internship placement is warranted. Reassignment may be requested by the intern, the EDL faculty internship advisor, and/or the on-site internship supervisor.

As emerging professionals, it is expected that all internship students will act in a professional and competent manner. Therefore, reports of failure to fulfill obligations or responsibilities will be taken seriously. Through the evaluation and feedback provided by both on-site internship supervisor and the EDL faculty internship supervisor, a student functioning in an internship should have a good working knowledge of whether or not they are meeting expectations. If at any time, a student suspects that his/her evaluations are not actually reflective of work at the setting, the intern should meet with the internship instructor to discuss the issue. If the on-site internship supervisor is not meeting expectations, providing the variety, depth and breadth of experiences mutually agreed, or failing to provide the intern with feedback regarding performance, the intern should meet with the internship instructor to discuss the issues.

Ethics and Confidentiality

Clear professional ethics are essential in any employment situation. An intern is strongly encouraged to seek out and read the professional codes of ethics for the assigned work site, and should seek out and read the institutional codes of ethics contained in handbooks, personnel manual, board policy manuals, etc.

An intern may be dismissed from the internship course and a grade of “F” given in clear cases where professional ethics and confidentiality practices are abused.

Professional Internship Assignments

1. Internship Proposal

- a. Include a copy of your Internship Application with complete information. This form will become the first page of your internship proposal (see Appendix A).
- b. Include a signed copy of the On Site Supervisor Agreement form (see Appendix B) as the second section of your internship proposal.
- c. Prepare a 3-5 page internship learning plan collaboratively and mutually agreed upon with the intern, faculty supervisor, and the on-site supervisor. The objectives will align with each of the Leadership Standards. This Internship Learning Plan will become the third section of the proposal (see Appendix C).

2. Internship Log

The intern is required to maintain an ongoing journal and work log to share with the faculty supervisor, describing and recording learning experiences, perceptions, and reactions to particular experiences and projects, and live case-studies (see Appendix E).

3. Capstone Experience

The portfolio or e-portfolio is designed to reflect the student’s learning and experiences during the Leadership Internship. Interns will develop a portfolio that will include a divided section for each of the six standards. This portfolio may be completed electronically or in a printed format.

- a. Portfolio Component I: A signed copy of the **Internship Proposal**.
- b. Portfolio Component II: The **Internship Log**
- c. Portfolio Component III: **Updated Teaching Philosophy**
- d. Portfolio Component IV:
 - 1) **Updated Syllabus** guiding the class
 - 2) **Evidence** described in learning Plan
 - 3) Artifacts that document the intern's activities and accomplishments should follow the log. Artifacts must be scanned appropriately for e-Portfolio submissions.
- e. Portfolio Component V: The intern will submit a final 3-4 page **summative self-evaluation** that describes and assesses performance and the extent the intern has met the established learning objectives/outcomes. This summative self-evaluation is not intended to be a report of what was done, but rather how things went, what was learned, and the intern's future plans for leadership development.
- f. Portfolio Component VI: The final items at the back of the portfolio will include the **on-site supervisor's assessment** of the intern's experience.
 - a. The supervisor should be presented with the portfolio for review prior to the final meeting with the intern and faculty supervisor.
 - b. The on-site supervisor will provide an assessment of the intern's goal attainment, as well as his or her growth and development as an educational leader.

The portfolio is to be completed in a comprehensive and scholarly manner, using the *Publication Manual of the American Psychological Association* (APA), 6th Edition as a style and format guide. Interns must claim all non-electronic portfolios from the Educational Leadership Department Campus Office (EHS 334) within 15 days of completion of the course.

Assessment

Evaluation is an ongoing process completed by the intern, the on-site supervisor, and the faculty supervisor. Assessment is completed at the conclusion of the internship experience. This is a Credit/No Credit course.

Criteria for Evaluating Intern's Performance and Achievement

In evaluating written assignments, the intern's EDL internship instructor will look for:

- Accuracy of information and level of rigor in thinking equivalent to graduate work;
- Completeness of response to the written assignment;
- Analytical and linguistic level appropriate for graduate students;
- Effective writing style (reports are organized and coherent, with an introduction, body, and conclusion, and does not contain irrelevant or repetitive material);
- Use of standard English and spelling. Any errors should be minor and few;
- Use of correct APA writing format and citation style, as required.
- All written assignments will be typed, double-spaced, and use 12 point font.

In evaluating regular and ad hoc face-to-face progress and formative performance conferences, the EDL faculty internship instructor and the on-site internship supervisor will look for:

- Accuracy of information; sound, clear, convincing, logical solutions/arguments to assigned operations, problems and project experiences.
- Completion and full participation in the mutually developed tasks/projects/meetings.
- Constructively and actively engaged in initiating discussion and involvement in reviewing organizational decisions, problem-based functions, and practices.
- Willingness to give and receive feedback; all communication is open so that the internship expectations can be mutually adjusted, if need or different interest intrigue the intern.
- Feedback and results of projects and assignments are pragmatic, realistic, common-sense-oriented versus idealistic, shallow, and impractical.
- All discussions reflect projects and preparations which are thoughtful, thorough, organized, understandable, and main points covered satisfactorily.
- Responds as and expects to be treated as a colleague and professional by all staff with whom the intern may interact.
- Upholds confidentiality.

In evaluating and determining the intern's OVERALL performance through the internship experience, the EDL faculty internship instructor and on-site internship supervisor will look for:

In large part, the success of each internship experience is directly related to the student's full commitment and participation. The primary basis for participation should be a combination of behaviors, insights and questions gained from certain experiences that should provide a new awareness of the student's leadership skills. A determination of the internship performance will be awarded on the following continuum from highest to lowest:

APPENDIX A – Leadership Internship Application



Department of Educational Leadership
334 Education and Human Services Building
Mt. Pleasant, MI 48859
Phone: (989) 774-3204

Teaching Internship Application

STUDENT INFORMATION

NAME:		CMU STUDENT ID NUMBER:
STREET ADDRESS:		
CITY:	STATE:	ZIP:
PHONE:	CMU E-MAIL ADDRESS:	
PRESENT POSITION:		
INTERNSHIP SEMESTER: <input type="checkbox"/> FALL <input type="checkbox"/> SPRING <input type="checkbox"/> SUMMER		YEAR:
Proposed Internship Starting Date:		
Proposed Internship Ending Date:		

I have read the Internship Manual and understand the expectations of the Professional Internship.

Intern Signature: _____ Date: _____

ON-SITE SUPERVISOR INFORMATION

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:
SCHOOL / ORGANIZATION:		PHONE:
ADDRESS:	E-MAIL ADDRESS:	
CITY:	STATE:	ZIP:

DISTRICT / ORGANIZATION ADMINISTRATOR (SUPERINTENDENT / CEO / ETC)

HONORIFIC: <input type="checkbox"/> DR. <input type="checkbox"/> MR. <input type="checkbox"/> MRS. <input type="checkbox"/> MS <input type="checkbox"/> MISS	NAME:	TITLE:
SCHOOL / ORGANIZATION:		PHONE:
ADDRESS:	E-MAIL ADDRESS:	
CITY:	STATE:	ZIP:

APPENDIX B – On-site Supervisor Agreement



**CENTRAL MICHIGAN
UNIVERSITY**

On-Site Supervisor Agreement

EDL 697 Teaching Internship

Each on-site supervisor is responsible for providing on-site orientation, direction and supervision, making sure that hours are completed according to the agreement. The on-site supervisor also needs to make sure that necessary resources are made available to the student. Regular supervisory meetings should be scheduled in addition to meetings directly involving the internship project(s). It is a good practice to work out specifically the student's learning goals and objectives, the supervision goals and objectives, the internship rotational activity schedule within the organization, what work performance (specific or overall) will be reviewed on what schedule.

I agree to provide the following as an On-site supervisor:

- I will provide supervision meetings with the internship student in order to enhance and support student learning.
- I will provide an orientation to the internship setting and to the organizational environment.
- I will provide the student with appropriate work space.
- I will develop, with the student, authentic teaching experiences for the internship.
- I will provide specific duties for the intern.
- I will provide a written evaluation of the student's performance at the end of the semester.
- I will provide information and resources as appropriate to help the student complete the internship experience.
- I will make suggestions for readings related to the internship area when appropriate.
- I will encourage the student to be ethical and confidential at all times.

With the student intern, I will create:

- A statement of the student's learning goals and objectives/outcomes to be accomplished through the internship experience.
- A list of activities to be engaged in to meet the goals and objectives.
- A work schedule including days, times, and special dates/events.

On-Site Supervisor: _____

Date: _____

Student Intern: _____

Date: _____

Faculty Supervisor: _____

Date: _____

APPENDIX C – Internship Learning Plan Agreement



Internship Learning Plan Agreement
EDL 697 Teaching Internship

Student Intern Name: _____

Internship Site: _____

Develop five primary learning goals that you desire to accomplish while working in your internship experience. For each one, include an outcome measure and a list of action-steps or objectives for completion. Use additional pages as necessary.

- 1. Goal:**
Action Steps:

Evidence:

- 2. Goal:**
Action Steps:

Evidence:

- 3. Goal:**
Action Steps:
Evidence:

- 4. Goal:**
Action Steps:

Evidence:

- 5. Goal:**
Action Steps:

Evidence:

Discuss these with your EDL faculty internship instructor, your on-site internship supervisor and sign below to indicate agreement with the goals.

Student Intern Signature: _____

Date: _____

On-Site Supervisor: _____

Date: _____

Faculty Supervisor: _____

Date: _____

APPENDIX D –Internship Log



Internship Log

Student Intern Name: _____

Internship Site: _____

Date and Contact	Time (hours)	Activity (Brief)	Role (L, A, P, O*)
	Running Total		*Leader, Assistant, Participant, Observer