



CABRINI COLLEGE

Education Division

Internship I Workbook

(488)



Revised 7/2010

Table of Contents

Course Description	p. 4
Contact Information	p. 5
Placement Information	p.6
General Responsibilities/Policies	p.7-10
Calendar and Attendance	p.7
Seminar	p.7
Hours and Calendar	p.7
Dress and Language Use	p.7
Professional Behavior	p.8
Health Regulations	p.8
Liability Insurance	p.8
Pennsylvania Background Check	p.8
Corporal Punishment	p.8
Classroom Responsibility	p.9
Assignments (Behavioral Objectives)	p.9
Evaluation	p.9
Supervision	p.9
Withdrawal	p.10
Change of Assignment	p.10
Substitute Teaching	p.10
Guidelines for Cooperating Leaders/Teachers	p. 11-15
Organizing your Binder	p. 16
Objectives: Internship I (488)	p. 17-22
Objective I: Working Plan	p. 18
Objective II: Organization Description	p. 19
Objective III: Getting to Know Organization	p. 20
Objective IV: Employee Handbook	p. 21
Objective V: Assessment	p. 22

Internship II (489)

These assignments are listed here for information purposes only. The actual assignment descriptions are in a separate workbook entitled Internship II (489).

Objective VI: Special Needs Accommodations

Objective VII: Technology

Objective VIII: Advancement

Objective IX: Challenges

Objective X: Career Goals

Evaluation Forms	p. 23-33
Directions	p. 23
Midterm Evaluation (by cooperating leader/teacher)	p. 24
Final Evaluation (by cooperating leader/teacher)	p. 25-26
Student Intern Review of Internship	p. 27
Workbook Objectives	p. 28
Binder Competencies	p. 29
Professional Behavior Competencies	p. 30
Attendance	p. 31
Summary of Points Earned	p. 32
Binder/Participation Evaluation	p. 33

Course Description

Internship 488 & 489

Senior Educational Studies majors are offered the opportunity to complete an internship in cooperation with an accredited private organization. This is a supervised senior field experience. Each internship requires a placement of seven weeks, teaching under the supervision of a qualified cooperating leader/teacher and College supervisor. Seminars continue throughout the semester with conferences, placement and certification procedures. *Prerequisite: limited to seniors. Students must meet the Education Division acceptance GPA and submit the applications for placements to the director of student teaching six (6) months prior to the start of the internship semester. Grading procedures are published in the Internship Workbook. This course is graded only as pass/fail. Offered each fall and spring. 3- 6 credits*

Contact Information

Cabrini College, Education Division
610 King of Prussia Rd
Radnor, PA 19087
Office: 610-902-8327 Fax: 610-902-8520

Dr. Beverly Bryde
Chair of the Education Department
Coordinator of Elementary Education
Office: 610-902-8331
bryde@cabrini.edu

Dr. Thomas Stretton
Coordinator of Secondary Education
Office: 610-902-8328
ts723@cabrini.edu

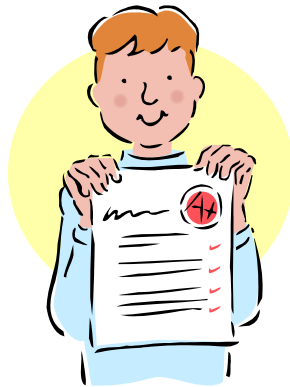
Dr. Carol Kessler
Coordinator of Early Childhood Education
Office: 610-902-8418
carol.kessler@cabrini.edu

Dr. Colleen Lelli
Coordinator of Special Education
Office: 610-902-8466
cl724@cabrini.edu

Colleen Poole
Field Experience Coordinator
Office: 610-902-8326
cpoole@cabrini.edu

PLACEMENT INFORMATION PAGE
To be completed by student intern

INTERNSHIP I



STUDENT NAME _____

COURSE _____ **488** **SEMESTER/YEAR** _____

COOPERATING PLACEMENT SITE _____

COOPERATING LEADER/TEACHER _____

GRADE/LEVEL _____

General Responsibilities/Policies

1. Calendar and Attendance

Student teachers are expected to become totally involved in the educational program of the setting in which they are placed. Daily attendance is required. In case of illness or accident, the organization and/or cooperating leader/teacher, as well as the college supervisor should be notified before the organization day begins. **Make-up days for absences are required and must be approved by all parties involved.** It is very important for the student teacher to assume the responsibility of perfect attendance. It is possible that the cooperating site is considering you as a prospective employee for the near future. Proper attitude and initiative are two major attributes of the professional educator.

The college supervisor should also be contacted when the organization is closed. The college supervisor should have a schedule of special events: holidays, meetings, conferences, etc. **The calendar of the cooperating site, not Cabrini College, will be followed by the student teacher.**

2. Seminar

Seminar sessions provide the opportunity for the college to address particular concerns which are observed by the field supervisors, voiced by the student teachers/cooperating leader/teachers or deemed appropriate by the college faculty. During the 488/489 courses, these three-hour sessions are usually conducted every other week. The goals are to share and consider practical solutions to problems and experiences encountered while in the internship experience, in addition to exploring the ethical and legal considerations of the intern's role. **Seminar is a mandatory part of the pre-professional development: Your full attendance and punctuality are required.**

3. Hours and Calendar

The intern will follow the cooperating leaders hours as required by the cooperating site.

4. Dress and Language Use

Cues for appropriate dress may be taken from the cooperating leader and other professionals at the site. Interns will be expected to follow Cabrini College dress code wearing neat, clean conservative clothes. Your goal is to look, act and feel like a mature professional person. Clothes will determine how others react to you. Be sensitive to the image that you project.

In all correspondence, including email, professional communication is to be practiced.

5. Professional Behavior

Include a copy of the **Educators' Code of Ethics** in your notebook. Professional behavior will be expected of the intern at all times. Do not discuss clients or site personnel in public places or with your friends; respect the confidentiality of clients' records and do not use clients' names unless you are discussing them for professional reasons with someone who has the "absolute right" to know. Stay away from gossip. Be positive when you refer to the staff, clients and administration. If there appears to be an intra-personal difficulty in the organization, discuss it frankly and immediately with your college supervisor.

6. Health Regulations

It is a state regulation that student teachers present evidence that they are free of tuberculosis if they are working in the organizations. Either a **Tine Test** or a **Chest X-Ray** will satisfy this regulation. The **Mantoux Test** may be required by some sites. If you need to schedule a test, see your personal doctor or the college nurse. A photocopy of a negative Tine Test must be presented to each cooperating principal and to your college supervisor. This must be done **before** you begin student teaching.

7. Liability Insurance

Every intern should carry some type of liability insurance. Insurance is available to members of the Pennsylvania State Education Association (**PSEA**) or through the Council for Exceptional Children (**CEC**). You may want to check your homeowner's insurance policy for possible coverage. Please note that this is your responsibility. (See Appendix).

8. Pennsylvania Background Checks

All education students will be subject to both Pennsylvania and FBI criminal history checks at various points throughout Cabrini's education program. *The results of these checks may impact a student's ability to progress through the program and/or to be recommended for certification by Cabrini College.*

9. Corporal Punishment

Interns may **not** administer corporal punishment nor may they participate in the use of restrictive techniques. This is a college policy **and may not be violated** by the intern.

10. Classroom Responsibilities

Interns are expected to gradually assume full responsibility of their working plan, usually in a sequential progression, at the discretion of the cooperating leader/cooperating site. There is a **minimum** of one week per each seven week placement of full responsibility required. The longer an intern can be in full responsibility, the more complete the experience.

11. Assignments (Behavioral Objectives)

The behavioral objectives required by the Education Division are outlined in detail in this manual. Each intern will maintain a three ring binder, divided into sections pertaining to each requirement. It will be the intern's responsibility to demonstrate successful completion of all objectives and other requirements completed satisfactorily and in a timely manner. *The three ring binder should be available to the college supervisor during **all** observations.*

Both the cooperating leader and the college supervisor will be of assistance if there are any questions in regards to the fulfillment of the behavioral objectives. Alternatives may be suggested by the college supervisor.

12. Evaluation

At the end of the intern experience, the intern is required to complete evaluations of both the cooperating leader and the college supervisor. These evaluations are to be submitted to the Director of Student Teaching at Cabrini College. The intern should photocopy the forms from the **Appendix**. The intern should review these forms prior to the internship experience.

13. Supervision

Both the college supervisor and the cooperating leader will be observing, supervising and evaluating the intern's performance. The intern should read the sections in this handbook which describe the roles and duties of each participant, as well as the criteria for evaluation and what to expect during a visit from the college supervisor.

Each cooperating leader will be directed to send an evaluation of the student teacher electronically or paper based to the Education Office (msmall@cabrini.edu).

14. Withdrawal

Interns are occasionally withdrawn from their placements for the following reasons:

- a. Illness or other emergencies
- b. On request of the site administration
- c. Inappropriate performance or conduct
- d. Failing to meet minimal performance standards of the education division
- e. On request of the cooperating leader and/or college supervisor with the knowledge and the approval of the Chairperson of the Education Division

15. Change of Assignment

Occasionally it becomes necessary to change internship assignments when one of the following conditions is present:

- a. Extended illness, absence or resignation of the cooperating leader
- b. Request of the cooperating leader to be relieved of the responsibility of the intern
- c. Request by the site administration for a change in assignment
- d. When the college supervisor reports that such a change is in the best interest of the intern
- e. As a result of an extended leaders' strike which may affect the placement

16. Substitute Teaching

In the event that the internship placement is in a school setting, it should be noted that the college does not permit the utilization of interns as substitute teachers. It is the responsibility of the cooperating organization to supply a substitute teacher for the classroom. It may be apparent that the student teacher may know the classroom situation and students better, but the final responsibility must rest with the organization's administration and staff and **not** the student teacher.

GUIDELINES for COOPERATING LEADERS/TEACHERS

Role Definition:

When the internship begins, the cooperating leader/teacher probably becomes the most important single individual in the internship process. It is the cooperating leader/teacher who becomes the link for the intern between theory and practice, and between college preparation and the world in which the intern will work. The cooperating leader/teacher will provide the bulk of the on-site supervision of the student intern. Other members of the supervision team are the college supervisor, the administrative and site staff.

The cooperating leader/teacher should be a mature person, competent in the specified field, with a commitment to students, a keen interest in the community and skillful in human relations. They must not only be willing and able to accept a partnership in a supervisory team with other professionals, but be equally willing and able to generate a teaching team relationship with the student intern. They must be able to relate to the fears and joys of a beginner in the profession. They will need to be alert to give encouragement when morale is waning and constructive criticism when the student intern is capable of doing better.

In terms of preparation and experience, the cooperating leader/teacher should have 3 years experience in their field with one being at the current site, completed at least one successful year in the current site, have permanent certification/credentials in the area in which the intern is seeking expertise and the recommendation of the site administration.

Adequate guidance of a student intern will demand time and energy, especially during the early portion of the internship experiences. However, it is most probable that this will be amply offset by the benefits of using alternative ideas, trying refreshing experiments that more adults in the organization make possible and experiencing the satisfaction of assisting a student intern in the process of becoming a professional.

Responsibilities

Specific responsibilities include:

1. Providing a model for the student intern
2. Supervising the student intern in meeting the specific college requirements
3. Familiarizing the student intern with appropriate materials for the program, including any state regulations/standards
4. Identifying effective methods of total organization and management which can be utilized by the student intern
5. Acting as a model of a professional which included examples of confidentiality, dress, work habits, oral communication and written communication.

6. Offering feedback relating to planning and performance to the student intern
7. Supplying feedback, relating to the intern's performance, to the college supervisor-either orally, (during a field visit) or via telephone and/or written communications
8. Completing the **mid-term** and **final evaluation** regarding the intern's performance. Both should be submitted to the Cabrini Supervisor.

It should be noted that the cooperating leader/teacher is legally responsible for the total environment. If in an organization setting, the student interns should **not** be asked to assume **total** responsibility for lunch, hall, bus or study hall duty. Student interns should **not** be asked to serve as substitute teachers during the cooperating leader/teacher's absences.

Any questions concerning the performance of the student intern or any other aspect of the internship experience/program should be directed to the college supervisor.

Arrival of the Student Intern

There are several things that the cooperating leader/teacher can do to help prepare the for the arrival of the student intern. The practicum student's name can be introduced to the clients/students and an explanation that the student intern is in a genuine position and is ready to bridge the gap between theory and practice. The cooperating leader/teacher can help establish a positive attitude towards the student intern by their behavior (both at the time of the announcement and upon the arrival of the student intern). The student intern should be considered a co-worker both in thought and deed.

When the student intern arrives at the site, they will naturally turn to the cooperating leader/teacher to make introductions to the staff and to the organization. The student intern will have a number of questions regarding organization rules and policy as well as regulations specific to the assignment.

Some suggested guidelines:

- Introduce the student intern to organization staff and administration
- Explore with the student intern the organization plant and facilities
- Familiarize the student intern with organization policies and provide a handbook or building manual when one is available
- Acquaint the student intern with the daily and weekly schedules that will be followed at the site
- Review the requirements of the program that the student intern must meet
- Provide a desk of work area for the student intern and make a place available for personal articles
- Make organization guides and handbooks available for use by the student intern

During the first few days the student intern should become familiar with routine clerical duties. Leader/teacher files and organization/community resources for materials should be discussed.

Since this experience is the culmination of the professional-preparation program, the student intern should begin some initial participation within the first week. Additional duties should be given to the student intern as soon as the cooperating leader/teacher feels it is appropriate. The cooperating leader/teacher will determine just how quickly such responsibility is given.

Total immersion into the organization program is desired and makes for a more meaningful experience. It is expected that during the end of the experience, the student intern will demonstrate the ability to take over complete responsibility assignment and will assume total responsibilities for that period. This might occur during the last month with the cooperating leader/teacher taking back duties so that the clients/students do not have a sudden change in structure.

To facilitate this transition the cooperating leader/teacher can:

1. Prepare the class/clientele by discussing the new “chain of command”
2. Support the student intern in the role of the classroom leader
3. Take a physical position in the room which is out of the field of activity
4. Adopt the attitude that the student intern must be responsible for the total program for one week

The clients/pupils should, to the best of their abilities, know who holds what authority or responsibility at all times. This concept may need to be reviewed, especially since the time is short. The attitude and the support of the cooperating leader/teacher are important for the success of the student teacher who is becoming “the leader/teacher.” Discussions between the student intern, cooperating leader/teacher and aide will be necessary for this transition to become functional.

Lesson Plans

The cooperating leader/teacher plays an important role in this helping relationship. In a school setting, one of the greatest problem areas for the student intern will be in the area of planning and use of time. The cooperating leader/teacher can assist the student intern by reviewing the proposed lesson plans and possibly comparing them to their own plans. “Walking” the student intern through the steps they use, discussing plans before they are taught and providing feedback after the lessons are presented can assist the student teacher in their planning. Written comments by the cooperating leader/teacher will assist the student intern in their growth as a professional.

The cooperating leader/teacher might want to:

1. Allow the student intern the feeling of intellectual freedom;
2. Allow the student intern to develop their own sense of responsibility;
3. Allow the student intern to think for himself/herself, but have the security of knowing that the cooperating leader/teacher is always available;
4. Define to what extent the student intern should participate or act independently in disciplining children or in giving homework;
5. Discuss how closely the student intern should follow the cooperating leader/teacher's routine patterns and to what extent the novice is permitted to introduce new routine patterns;
6. Discuss how closely the student intern should follow the cooperating leader/teacher's methods of teaching and to what extent they should experiment with their own ideas;
7. Decide the acceptable activities which the student intern should practice while the cooperating leader/teacher is teaching the class as a whole and vice-versa;
8. Determine how, where and when comments should be made about ways of improving.

When reviewing a student intern's performance, the positive as well as the negative points should be mentioned. Student interns usually lack confidence and appreciate support. A student intern should not be criticized in the presence of others. Criticism should be constructive, indicating how the student can "do better" next time.

Sometimes the student intern can develop a good initial lesson plan which is based on material recently presented by the cooperating leader/teacher. Joint planning encourages communication and cooperation between the student intern and the professional teacher.

Remind the intern of such techniques as:

1. Starting assignments promptly;
2. Standing where they will easily be seen by all;
3. Moving around the room checking on progress;
4. Using a well modulated voice;
5. Keeping to the timed schedule;
6. Calling clients/pupils by name;
7. Appropriate classroom management skills.

Supervision

The student intern should be observed by the cooperating leader/teacher during the teaching of lessons with guidance being provided in supervisory conferences. It is always important that the degree of success of the lesson be discussed. The student teacher should be developing good self evaluative skills. Generalities often lead to confusion so specific suggestions and directions are always best.

During the course of the practicum experience it may become necessary for the cooperating leader/teacher to step into the teaching process. A signal should be established between the cooperating leader/teacher and the student teacher to indicate

when this is desirable. It should never be made obvious that the cooperating leader/teacher is taking over, nor should the student intern be made to feel embarrassed.

Situations that may warrant having cooperating leader/teacher enter the teaching process are:

- After an appropriate period of time the class or an individual has not been brought under control
- The student intern requests an opinion from the cooperating leader/teacher
- The student intern appears greatly concerned about an event or series of events

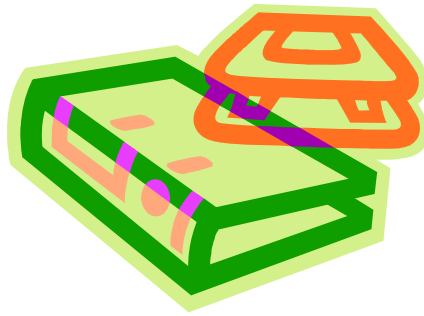
A Final Word

While the student intern receives attention from the cooperating leader/teacher, the pupils in the classroom should be the primary focus. Nothing can alter the responsibility that the cooperating leader/teacher must have for the welfare and educational development of the pupils. This implies that the cooperating leader/teacher is not obligated to turn over full responsibility of a classroom to a student teacher if they feel that it will be detrimental to the students. Such a decision should be made with the concurrence of the college supervisor.

The cooperating leader/teacher has the unique advantage of helping the student intern realize their fullest potential. It is a demanding and responsible job, but it is also a rewarding and pleasurable one. The internship experience, under the guidance of the cooperating leader/teacher can prove to be the most important single experience in the entire educational process of the student intern.

The college recognizes the importance of the professional leader/teacher in the student intern's education and training. Without interested seasoned leaders/teachers and administrators the objective of preparing well qualified professionals could not be achieved.

Organizing your Binder



Organizing your binder:

- Put this workbook in a three ring binder.
- Put your name, the semester completed, and the name of your supervisor on the **FRONT** of your three ring binder and on the **SPINE**.
- Complete one objective each week and ask your cooperating leader/teacher and supervisor to sign the sheet in your binder weekly.
- Put tabs in each section so your cooperating leader/teacher, your supervisor, and you can find things quickly.

Reminders:

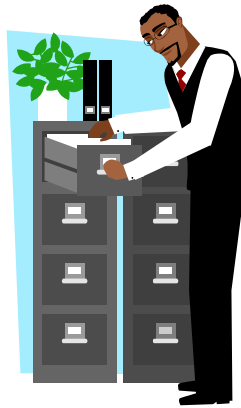
- ✧ Your binder is due to your Cabrini Supervisor before the last day of final examinations.
- ✧ You must pick up your notebook within three weeks of your drop off day. (The Education Division will not be responsible for notebooks left beyond this period.)

Objectives (Assignments) Internship I (488)



Objectives 1-5

**** Note: Objectives 6-10 are described and to be completed as a part of Internship II (489)**



Objective I: Working Plan

Intern _____
Cooperating Leader _____
Supervisor _____

The student intern will collaborate with the cooperating leader/teacher/leader to develop a working plan for the duration of their internship.

Assessment:

In a 1-2 page paper, describe the working plan of what projects will be completed during the internship. Include a description of the tasks and a timeline for completion (i.e. possibly lesson plans*, direct instruction, etc). The cooperating leader/teacher/leader should be a part of creating and approval of the plan

*Lesson plans when providing any direct instruction.



Objective II: Organization Description

Intern _____
Cooperating Leader _____
Supervisor _____

The student intern will describe the organization in which he/she is completing the internship. Several points defined below will be included in the description.

Assignment: In a 2-3 page format, describe the organization in which you are completing your internship. Include the following data in your description:

Name of organization
 Location
 Purpose
 Mission
 Clientele
 Demographics
 Number of Employees



Objective III: Getting to Know Organization

Intern _____
Cooperating Leader _____
Supervisor _____

The student intern will describe how he/she will get to know the structure and various levels of the organization in which he/she is completing the internship.

Assignment

In a 1-2 page paper, describe how you will get to know the structure and various levels of organization. Include the various levels of administration and the other personnel of the organization.



Objective IV: Employee Handbook

Intern _____
Cooperating Leader _____
Supervisor _____

The student intern will review and describe specified aspects (defined below) of the employee handbook and explain the procedure to be used for each.

Assessment:

In a 1-2 page paper, describe the specified aspects of the employee handbook. Describe the process of how to handle each.

Dress code

Attendance/Absences

**Objective V: Assessment**

Intern _____
Cooperating Leader _____
Supervisor _____

The student intern will describe at least two assessment/evaluation procedures used in the organization in which he/she is completing the internship.

Assessment:

In a 1-2 page paper, describe two assessment/evaluation procedures used in the organization. Consider one evaluation tool used by the administration for the employees and a second evaluation tool used elsewhere in the organization.

Evaluation Forms- Directions



To be completed by the Cooperating Leader/Teacher

Give completed evaluations to both the college supervisor and the student intern.

- 1) Midterm Evaluation, Internship I**
- 2) Final Evaluation, Internship I**
- 3) Initial each objective completed (where noted on assignment page)**

To be completed by the Student Intern

- 1) Student Intern Review of Internship**

Submit completed evaluation to Director of Student Teaching

To be completed by the College Supervisor

- 1) Internship I Workbook Objectives**
- 2) Internship I Binder Competencies**
- 3) Internship I Professional Behavior Competencies**
- 4) Internship I Attendance**
- 5) Summary Evaluation**

**MIDTERM EVALUATION
INTERNSHIP I**

To be completed by Cooperating Leader/Teacher and given to the Supervisor and Student Intern:

Cooperating Leader/Teacher's : _____

Cabrini Student _____ Date _____

Organization _____

What are the strengths of the student thus far? (Use the final evaluation in the back of this book as a guide.)

Discuss this evaluation with the student in planning the remainder of the experience.

What areas need improvement at this time?

In attendance as scheduled? _____

Date (s) absent? _____ Make-up date (s) _____

Out of 20 points, what score do you think your intern is earning at the midpoint? _____

FINAL EVALUATION – INTERNSHIP I
(To be completed by Cooperating Leader/Teacher)

Cooperating Leader/Teacher _____

Student: _____

Organization: _____

Score 5-1 (5 highest) Write number and **comments** on the back.

- | | |
|--|-------------|
| 1. Uses appropriate tone of voice with clients. | 5 4 3 2 1 0 |
| 2. Sets up positive, realistic expectations before working with clients. Approaches clients appropriately. | 5 4 3 2 1 0 |
| 3. Uses praise sincerely and appropriately with clients. | 5 4 3 2 1 0 |
| 4. Is able to manage assigned tasks. | 5 4 3 2 1 0 |
| 5. Is respectful of organization regulations, schedules, policies, etc. | 5 4 3 2 1 0 |
| 6. Takes initiative to help clients when appropriate. | 5 4 3 2 1 0 |
| 7. Demonstrates background knowledge of the organization and its clientele. | 5 4 3 2 1 0 |
| 8. Demonstrates a professional interest in each client. | 5 4 3 2 1 0 |
| 9. Demonstrates a professional interest in available resources for clients and is aware of available support services for clients within the organization. | 5 4 3 2 1 0 |
| 10. Is able to plan and carry out a work plan. | 5 4 3 2 1 0 |
| 11. The intern is able to adjust to and carry out the daily routine in the organization. | 5 4 3 2 1 0 |
| 12. General overall ability to relate to clients in the organization as a large group. | 5 4 3 2 1 0 |
| 13. General overall ability to relate to clients in the organization as a small group. | 5 4 3 2 1 0 |
| 14. General overall ability to relate to clients in the organization on an individual basis. | 5 4 3 2 1 0 |

15. Please describe any special abilities demonstrated by the intern in your organization.
16. Please identify (if any) special problems encountered by the intern in your organization.
17. Please indicate areas in which the student needs improvement (i.e. things not included in this evaluation).
18. Please comment on any strengths or weaknesses in the internship program.
19. Would you like a intern in your organization next semester? Yes ____ No ____
20. Attendance: Completed all days: Yes ____ No ____
Absent ____ day (s) _____make-up
Kept leader/teacher hours: Yes ____ No ____

Cooperating Leader/Teacher's Signature _____

INTERNSHIP I
WORKBOOK OBJECTIVES
To be completed by the Cabrini Supervisor

1. Working Plan						
5	4	3	2	1	0	
2. Organization Description						
5	4	3	2	1	0	
3. Getting to Know Organization						
5	4	3	2	1	0	
4. Employee Handbook						
5	4	3	2	1	0	
5. Assessment						
5	4	3	2	1	0	

Points Earned _____

INTERNSHIP I
BINDER COMPETENCIES
To be completed by the Cabrini Supervisor

1. The student will word process all assignments in the internship workbook.
5 4 3 2 1 0
2. The student will prepare detailed assignments for the workbook objectives.
5 4 3 2 1 0
3. The student will demonstrate organizational skills in the completion of the notebook.
5 4 3 2 1 0
4. The student will document the activities by attaching all necessary information plus examples of the work whenever appropriate.
5 4 3 2 1 0
5. The student will complete all assignments on time.
5 4 3 2 1 0
6. The student will use proper written English in the completion of the workbook. (Spelling, Grammar, Vocabulary and Punctuation)
5 4 3 2 1 0

Points Earned _____

INTERNSHIP I
PROFESSIONAL BEHAVIOR COMPETENCIES
To be completed by the Cabrini Supervisor

1. The student will dress appropriately in neat, conservative clothes following the professional dress code for the organization.
5 4 3 2 1 0

2. The student will observe the hours of the cooperating leader/teacher and organization.
5 4 3 2 1 0

3. The student will maintain a professional attitude at all times during the internship.
5 4 3 2 1 0

4. The student will demonstrate a professional rapport with the cooperating leader/teacher.
5 4 3 2 1 0

5. The student will demonstrate a professional rapport with the clientele of the organization.
5 4 3 2 1 0

6. The student will demonstrate a professional rapport with the other staff and support personnel in the organization.
5 4 3 2 1 0

7. The student will demonstrate a professional rapport with the college supervisor.
5 4 3 2 1 0

**INTERNSHIP I
ATTENDANCE**
To be completed by the Cabrini Supervisor

- 25 POINTS** Perfect Attendance
One excused absence** with Doctor/Organization Nurse excuse
with make-up session for absence
Follows appropriate procedure* for absence
Adheres to faculty schedule
- 20 POINTS** More than 2 (two) excused absences** with make-up
Follows appropriate procedure* for absence
Adheres to faculty schedule
- 15 POINTS** One (1) excused absence** without make-up session
Follows appropriate procedure* for absence
Adheres to faculty schedule
- 10 POINTS** Two (2) excused absences** without make-up sessions
Follows appropriate procedure* for absence
Adheres to faculty schedule
- 0 POINTS** Unexcused absence or absences without make-up
Failure to follow procedure for absence
Failure to adhere to faculty schedule

*Contact the organization prior to the start of the day.
Leave a message for the cooperating leader/teacher.
Call the college supervisor at home between 7:00 & 8:00am

**Attach doctor/nurse excuse to this sheet.

Points Earned _____

INTERNSHIP I
Summary of Points Earned
To be completed by the Cabrini Supervisor

Students complete the top information:

STUDENT INTERN NAME _____

CLASS _____ **488** **SEMESTER/YEAR** _____

COOPERATING SITE _____

COOPERATING LEADER/TEACHER _____

GRADE/LEVEL _____

Your Final Evaluation will be based upon the following:
 (To be completed by college supervisor)

1. Workbook Objectives _____ out of 25
2. Binder Competencies _____ out of 30
3. Professional Behavior Competencies _____ out of 35
4. Attendance _____ out of 25
5. Cooperating Leader/Teacher Mid Term Evaluation _____ out of 20
6. Cooperating Leader/Teacher Final Evaluation _____ out of 70

Total _____ out of 205

Pass: 154-225 Fail: 154 or below

Pass Fail (Circle One)

Supervisor _____

Date _____

Internship I Binder/Participation Evaluation
(Completed by Supervisor)

Cabrini College

EDU 488

Education Major's Name: _____

Placement I: _____
 Dates School Coop Teacher

Placement II: _____
 Dates School Coop Teacher

List dates of completion for each objective

Objectives	Placement I	Placement II
I. Working Plan		
II. Organization Description		
III. Getting to Know Organization		
IV. Employee Handbook		
V. Assessment		

Final grade for Education Major: _____

Comments:

Signature of College Supervisor: _____ **Date:** _____