School Leaders Program
Department of Educational Leadership and Research Methodology

EDA 6945, EDA 6946, and EDA 6947
INTERN HANDBOOK

COLLEGE OF EDUCATION
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND RESEARCH METHODOLOGY
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ELRM: www.leadership.fau.edu  Internship: http://www.coe.fau.edu/academicdepartments/el/schoolleaders/Internship.aspx
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Introduction

Florida Atlantic University (FAU), in partnership with the districts it serves, seeks to create an educational leadership program that would combine the theoretical knowledge obtained through a Master’s degree or Educational Leadership Level 1 Certification coursework with the practical knowledge obtained from seated district principals. To this end, the internship is designed with specific tasks that can be performed across all school districts, but each section is taught by an adjunct from the district in which the participant practices.

This handbook is provided as a resource to you as a way to provide an overview of policies, procedures, and practices of the internship. The duties and responsibilities outlined here may vary according to context and some tasks not listed in this handbook may also be assigned. It is strongly recommended that this handbook be reviewed in its entirety in order to become familiar with some of the more frequently asked questions regarding the internship courses. Specific inquiries should be directed to the adjunct teaching the course or, if there is still a need for more clarity, taken up with the Internship Coordinator, Dr. Daniel Reyes-Guerra at dreyes@fau.edu.

Mission Statement

The Department of Educational Leadership and Research Methodology is a community of scholars focusing on the preparation and support of leaders and researchers in Florida, the nation, and the international community.

Values

Our values represent what we collectively stand for and reflect how we aspire to execute our responsibilities on a daily basis. These values provide guidance with regard to the practices that will assist us in moving toward our individual and collective visions.
Purpose of Internship

This handbook is intended to act as a guide for interns in navigating the internship experience. ELRM requires all participants to complete three consecutive semesters of the Internship courses. Interns are expected to adhere to following procedures and guidelines throughout the internship.

The internships are activity-based courses which enhances a student’s development in school leadership. FAU EDL students receive a generalized school leadership curriculum based on national and Florida state standards. The internship provides them the opportunity to take the theory and knowledge they acquire through FAU’s academic program and meld it with leadership and management knowledge and skills. To this end, self-directed learning, motivation, initiative, and drive are key requirements of the intern. The program should be an opportunity to practice and apply administrative theory in the various areas of school leadership as outlined under the State of Florida Educational Leadership Standards.

All interns should have as their general objectives the following:

1. To develop human relations skills.
2. To create a professional network that they can use for support and growth.
3. To apply problem-solving methods and decision-making skills.
4. To gain knowledge of and practice in the activities and role of school administrators.
5. To be able to use focused leadership knowledge and skills to improve student academic performance.

Procedures and Guidelines

Application and Mentor Sponsorship

As a part of the admissions process to the School Leaders Level 1 Certification, Masters, or Specialist with Certification program, student are required to submit a Sponsor Commitment Form. This form indicates that the student’s home school principal, or another principal in a school where the intern can perform the tasks for the internship, is supporting the student to go through the entire internship program of three semesters of internship courses.

Once students are admitted into ELRM, they will begin their internship after they have completed the three foundational leadership courses: ADE 6381-Leadership I (Undergraduate level ADE 6381 Minimum Grade of B- or Graduate level ADE 6381 Minimum Grade of B-), EDS 6100-Leadership II (Undergraduate level EDS 6100 Minimum Grade of B- or Graduate level EDS 6100 Minimum Grade of B-), and EDA 6103-Leadership III (Undergraduate level EDA 6103 Minimum Grade of B- or Graduate level EDA 6103 Minimum Grade of B-)

Regardless of the participant’s current position (teacher leader, specialist, or coach) in their school, each participant must have initial agreement of their current school principal to act as a mentor throughout the internship. In the event that a participant changes schools or the principal of the school retires, it is the participant’s responsibility to secure sponsorship from the new principal.
Requirements
Participants are required to complete several tasks, usually five per semester, throughout the internship experience. These tasks may be completed during the school day, but some will require working after hours, before school, or during weekends. Completion of assigned internship tasks should not interfere with the daily work of the participant and the functioning of the school.

Participants are required to meet with their principal weekly in order to complete all tasks in a timely manner and with their principal’s approval. Participants are expected to begin the tasks outlined in the internship course by the second week of classes. Although each school and intern’s schedule may vary slightly, the tasks are arranged to correspond with administrative tasks that occur in the school year. Participants must understand that as interns, they will be expected to assume more of an identified leadership role within their school.

Objectives
The specific objectives of the internship for the participants are as follows:
1. Strengthen already identified leadership skills
2. Identify areas of improvement based upon feedback from the principal mentor, adjunct professor, and peers.
3. Build a professional network that will act as resources and support for the developing school leader
4. Practice the theoretical concepts introduced in the curriculum.
5. Execute and monitor many of the daily activities school leaders and administrators

Specific Intern Responsibilities
The duties of the interns include:

1. Keeping current with all requirements for the FAU ELRM certification program that they are enrolled in.
2. Keeping current with all the requirements for the program by accessing the website on a regular basis to glean new information as it becomes available.
3. Reporting directly to the mentor (principal or supervisor as assigned).
4. Meeting with the mentor on a regular basis to:
   a. discuss the activities accomplished since the last meeting,
   b. discuss and reflect on these accomplishments together with the mentor, and;
   c. plan and program the activities to be performed by the next meeting.
5. Attending and actively participating in all the required seminars.
6. Reading all required literature for the seminars in advance.
7. Review and gain an understanding of the activities outlined in the Activity Charts.
8. Based on the Activity Charts, make an initial plan for when and how tasks or projects will be completed on the required observe, participate, and lead continuum.
9. Constantly updating and adjusting the Semester Activity Planner to ensure that all required tasks and projects for the semester are completed by the end of the semester.
10. Keeping a log of all the activities performed that includes dates, numbers of hours, the activity performed, the accomplishments made, and the next steps toward task or project completion.
11. Engaging in all the strategies listed for each activity in the Activity Chart.
12. Constructing an Administrative Learning Portfolio to be posted on LiveText. This is detailed in the internship course syllabus.

13. Turning in by the end of each semester, usually before on specific dates established by the FAU adjunct professor for assessment and feedback, uploaded pdf or WORD electronic copies of:
   a. The **Internship Log** of the hours of activities performed during the semester.
   b. The **Task Performance Assessment (TPA)** form for each task completed.
   c. **Activity artifacts** corresponding to the tasks performed.
   d. Any other forms and materials required by the course professor.

14. Filling out directly on LiveText, usually before on specific dates established by the FAU adjunct professor for assessment and feedback, the following:
   a. The **Semester Activity Planner** for each semester.
   b. The **Task Reflection**.
   c. **Beginning and Ending Documentation**.
   d. Any other forms and materials required by the course professor.

Interns' participation in this program should be of benefit not only to the intern, but to the mentor and school as well. The activities of the internship are structured so that the intern’s involvement and product of the activity should result in:

- Assisting the administration to improve the school.
- Assisting the administration in identification, development and implementation of the state-of-the-art research-driven programs, teaching strategies and staff development.
- Assisting the administration in maintaining and promoting a positive learning environment.
- Promoting improved student learning outcomes in the school.
- Providing assistance to the principal in the development and implementation of the school wide mission and priorities, as stipulated in the school improvement plan (SIP).
- Assisting the principal in establishing goals and objectives for professional development.
- Assisting the principal in managing and administering student programs.

**Internship Documentation and Forms**

The following documents and forms are those that the intern is responsible to access, know, and use effectively throughout his/her internship. The forms provide interns with an outline of the items that they are responsible for during the internship. Each form fulfills a specific purpose that is tied directly to a different activity the intern will be engaged in.

**Course Syllabus**

The internship course syllabus details all aspects of the course from the formal, academic frame. Details describe how the course will be taught, the student assignments, how the student will be graded, and other important guidelines. It is extremely important that interns take the time to fully read this document and be completely familiar with its contents.
Getting Started

Your portfolio is created in LiveText by you. The instructions on how to do this can be found in a PowerPoint presentation provided on the Overview page of the LiveText internship course you are taking. Once you have downloaded and created your LiveText portfolio, you will be using it for the rest of the time you are in the three internships.

Activity Charts – Appendix A

**Purpose.** This is the set of charts which describe in detail the activities the intern will be responsible for completing during the semester. It demonstrates:

- the amount of time expected to take to fulfill the activity,
- the semester in which the activity is to take place,
- the Florida Principal Leadership Standard (FP)LS to which the activity is tied, and;
- the Florida Educational Leadership Exam (FELE) Competency and Skill that the activity is related to.

For each of these activities, field experiences should engage the intern in **observing, participating in** and **leading** tasks and projects designed to change curriculum and instructional practices in ways that increase student achievement.

**Observing, Participating, and Leading.** For each of the activities, there is a set of components that fall under the continuum of observe, participate, and lead. The intern is required to complete these components. However, these different components can be customized by an agreement between the mentor and intern so as to best fit the circumstances of the school setting.

**Strategies.** Each activity comes with a list of recommended strategies. There is one strategy that is required, that of “Plan your activity and desired results beforehand, and keep the Internship Log.” The planning for the activity will be recorded on the Semester Activity Planner. The Internship Log is provided for interns to use to record their work towards completion of the activities. **Please note:** these strategies are recommended. It is hoped that the intern’s mentor and clinical adjunct will be providing suggestions for strategies that will fit the particular needs of the intern’s experience.

**Performance Assessment.** The performance assessment section of the Activity Charts contains the specific assessments that will be used to evaluate the intern’s performance of the entire activity. One of the assessments is a self-assessment in the form of an activity reflection write-up. The write-up should be an in-depth description of the entire activity, with a focus on successfully demonstrating that the intern has done in-depth analysis of his or her performance on the continuum of observing, practicing, and leading.
The activity reflection write-up should contain as its running head that it is a “Reflection” and the standard and task it describes (e.g. “Running Head: Reflection on Managing the Learning Environment Task - Disciplinarian for the Day’’). Reflections should contain the following subheadings:

- Preparation for Activity
- Results of Activity
- Analysis of Activity Performance
  - Observation Component
  - Participation Component
  - Leading Component

Although each subheading is self-explanatory, it should be kept in mind that in the “Analysis of Activity Performance” it is important for the intern to include her/his reflections of how the activity was performed. Interns should describe their successes, pitfalls, process, strengths, and weaknesses. They should then discuss whether the plan, process, and implementation was effective. The analysis should include supportive research.

The reflection should be completed with a section that discusses the intern’s personal and leadership growth. It should include the answers to “What did I learn?”, “What would I do differently?”, and “How did my mentor provide support?”

This assessment of the activity will be evaluated by the clinical adjunct when the activity has been finished using a general rubric that will be provided.

Specific to the activity are artifacts that will be presented in the LiveText portfolio with the Activity Reflection Write-Up. It will also be evaluated by the FAU adjunct professor using a general rubric that will be provided.

**Semester Activity Planner – Appendix B**

All experiences require a planning component, in which the intern and mentor discuss specific strategies and details of the performance assessments for the activities. This form is designed for the intern to take notes on exactly that: the timeline that components of the activity will happen and any specific strategies or particulars that the mentor and intern agree to using or producing for this activity. It is also a good way to keep a record of any specific notes that the intern takes during regular meetings concerning the planning of the activity components.

Interns are accountable for understanding the individual tasks and projects that they will work on and the activities they will complete to develop each. They are also accountable for documenting their plan and tracking progress on it. However, all of these activities should be completed in consultation with, and with approval from, the intern’s mentor (and the Clinical Adjunct when appropriate).

**Internship Log – Appendix C**

As the intern works on his or her activities, they should keep track of their actions on this log. It serves as a running diary of intern work. The intern should make extra copies as needed. A set of
logs will be kept for each Activity. Therefore, there will be a set of log sheets for each Activity completed each semester, which will enable the intern to have a record of the performances for each Activity as well as provide the summative number of hours dedicated to each Activity.

In order for this log to be most effective, it should be written in as soon as a specific component of the activity is completed so that the details remain fresh and in order to keep the log updated at all times. The intern should always bring the log to the regular meetings with their Mentor and/or Clinical Adjunct. This log will:

- Provide the intern with “talking points” as s/he discusses progress with the Mentor and/or Clinical Adjunct.
- Provide interns with “thought joggers” for reflection activities.
- Helps the interns construct their professional portfolio.
- Prompt you to stay focused on the tasks even as emerging events in daily school life distract you.

Internship Program Policies and Procedures

Attendance Policy
Interns are required and expected to attend every scheduled class and educational activity. The administration will make every effort to plan and schedule all activities in a timely manner.

According to FAU and Department of Educational Leadership and Research Methods protocols, “Students are expected to attend all of the scheduled University classes and to satisfy all academic objectives as outlined by the instructor.” Due to the nature of the program, students must attend ALL classes. Furthermore, students are expected to be on time and to remain for the duration of each class session. There are no excused absences unless approved by the instructor and the student’s mentor. Unavoidable absences include: family emergencies, illness, military obligations, and court imposed legal obligations. These absences must be accompanied by documentation. It is the student’s responsibility to make up all assignments missed during his or her absence.

Assessment Procedures
Each task will be evaluated using the appropriate rubric to determine the level of mastery demonstrated. In addition, the adjunct professor will evaluate the tasks using the grading rubric for the purpose of calculating a grade for the task and the course. Any task that scores at the Does Not Meet Expectation level must be corrected and resubmitted.

The adjunct professor will determine the final grade for each task by totaling the points earned in each component of the grading rubric.

Grading Rubric for Tasks

Grading Rubric Total Possible Points = 18
<table>
<thead>
<tr>
<th>Components</th>
<th>Exceeds Expectation</th>
<th>Meets Expectation</th>
<th>Does Not Meet Expectation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task Content</td>
<td>The student’s submission Exceeds Expectation on the majority of elements required as evaluated by the Task Rubric. 8 points</td>
<td>The student’s submission Exceeds or Meets Expectation on all elements required as evaluated by the task rubric. 7 points</td>
<td>The student’s submission does not Exceed or Meet Expectation on all elements required as evaluated by the task rubric. The task must be resubmitted.</td>
</tr>
<tr>
<td>Task Elements</td>
<td>The student submission includes all components completed at a highly skilled level: Activity Planner, Activity Log, Reflection, Artifacts, and Task Performance Assessment. 4 points</td>
<td>The student submission includes all components Activity Planner, Activity Log, Reflection, Artifacts, and Task Performance Assessment. 3 points</td>
<td>The student submission does not include all components: Activity Planner, Activity Log, Reflection, Artifacts, and Task Performance Assessment.</td>
</tr>
<tr>
<td>Mentor Evaluation</td>
<td>The mentor evaluates the task as ‘Highly Skilled’ on the Task Performance Assessment. 2 points</td>
<td>The mentor evaluates the task as ‘Skilled’ or ‘Novice’ on the Task Performance Assessment. 1 points</td>
<td>The mentor does not evaluate the task as ‘Skilled’ or ‘Novice’ on the Task Performance Assessment. 0 points</td>
</tr>
<tr>
<td>Conventions</td>
<td>The student’s submission has no more than one spelling, grammar, or APA error. 2 points</td>
<td>The student’s submission has no more than two spelling, grammar, or APA errors. 1 points</td>
<td>The student’s submission has more than two spelling, grammar, or APA errors. 0 points</td>
</tr>
<tr>
<td>Timeliness</td>
<td>The student’s task is completed and properly submitted to LiveText on time. 2 points</td>
<td>Tasks submitted after the due date will be evaluated based on the Submission policy found in the student handbook. For every day the task is late, the instructor will deduct one point. Students must follow the procedure to inform the instructor of extenuating circumstances.</td>
<td></td>
</tr>
</tbody>
</table>

**Grade Points**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Point Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task</td>
<td>18</td>
</tr>
<tr>
<td>Task</td>
<td>18</td>
</tr>
<tr>
<td>Task</td>
<td>18</td>
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<tr>
<td>Task</td>
<td>18</td>
</tr>
<tr>
<td>Task</td>
<td>Points</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Leadership of Class Discussion on Assigned Topic</td>
<td>10</td>
</tr>
<tr>
<td><strong>Total Points</strong></td>
<td>100</td>
</tr>
</tbody>
</table>

**Student Code of Conduct (4.007)**

“The University’s Student Code of Conduct is an integral part of the educational mission of the University, emphasizing the development of each individual’s acceptance of his or her own personal and social responsibilities and to ensure fairness and due process for all students. Since behavior which is not in keeping with standards acceptable of the University community is often symptomatic of attitudes, misconceptions, and emotional crises; reeducation and rehabilitative activities are essential elements of the disciplinary process.

A humanistic approach is employed. The University’s Student Code of Conduct is designed to provide and help maintain an atmosphere within the University community that is conducive to academic pursuits. Serious action against a student, such as separation, is considered and invoked only when other remedies fail to meet the needs of the University’s mission.”

**Florida Atlantic University Code of Academic Integrity**

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Dishonesty is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility.

The FAU Code of Academic Integrity prohibits dishonesty and requires a faculty member, student, or staff member to notify an instructor when there is reason to believe dishonesty has occurred in a course/program requirement. The instructor must pursue any reasonable allegation, taking action where appropriate. Examples of academic dishonesty include, but are not limited to, the following:

**(A) Cheating**

1. The unauthorized use of notes, books, electronic devices, or other study aids while taking an examination or working on an assignment.
2. Providing unauthorized assistance to or receiving assistance from another student during an examination or while working on an assignment.
3. Having someone take an exam or complete an assignment in one’s place.
4. Securing an exam, receiving an unauthorized copy of an exam, or sharing a copy of an exam.

**(B) Plagiarism**

1. The presentation of words from any other source or another person as one’s own without proper quotation and citation.
2. Putting someone else’s ideas or facts into your own words (paraphrasing) without proper
3. Turning in someone else’s work as one’s own, including the buying and selling of term papers or assignments.

(C) Other Forms of Dishonesty

1. Falsifying or inventing information, data, or citations.
2. Failing to comply with examination regulations or failing to obey the instructions of an examination proctor.
3. Submitting the same paper or assignment, or part thereof, in more than one class without the written consent of both instructors.
4. Any other form of academic cheating, plagiarism, or dishonesty.

### Fall EDA 6945 Task Chart

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Task Descriptor</th>
<th>Florida Principal Leadership Standard(s) Addressed</th>
<th>FELE Competencies and Skills Addressed</th>
<th>Supporting ELRM Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Understand, Use and Apply the District's Disciplinary Management System (DMS)</td>
<td>1.2.b; 2.5.a; 2.5.d; 2.5.e; 4.10.c</td>
<td>1.2.2; 1.4.1; 1.4.2; 1.4.4; 3.2.3; 3.4.1; 3.4.3</td>
<td>EDA 6207 Managing School Operations, EDF 6786 Educational Governance</td>
</tr>
</tbody>
</table>

#### Activities

<table>
<thead>
<tr>
<th>Observe</th>
<th>Participate</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>...conferences with a student addressing an incident and the prescribed consequence</td>
<td>...in conferences with a student addressing an incident and the prescribed consequence</td>
<td>...conferences with students addressing an incident and the prescribed consequence</td>
</tr>
<tr>
<td>...parent contacts addressing an incident and the prescribed consequence</td>
<td>...in parent contacts addressing an incident and the prescribed consequence</td>
<td>...parent contacts addressing an incident and the prescribed consequence</td>
</tr>
<tr>
<td>...an administrator applying the DMS based referrals</td>
<td>...in the application of the DMS based on referrals</td>
<td>...the application of the DMS based on referrals</td>
</tr>
</tbody>
</table>

#### Strategies:
- **Required for All Activities:** Plan your activity and desired results beforehand, and keep the Internship Log
- **Review:** School behavior plan; Discipline matrix; Referral forms, TERMS, Student Code of Conduct, Policy 5006, discipline data
- **Professional Development:**
- **Consultation:** Principal, Assistant Principal, Guidance, ESE Specialist, Social Worker

#### Performance Assessment:
- **Required for All Activities:** Activity Reflection Write-Up (see Internship Handbook)
- **Artifact:** Copy of referrals with student information redacted, any related documents that apply (i.e. RtI, FBA, PBIP, SIP etc.)
## Appendix B

Sample Activity Planner (Note: This is part of the LiveText portfolio and should be filled out there)

<table>
<thead>
<tr>
<th>Activity #</th>
<th>Descriptor</th>
<th>Continuum</th>
<th>Description</th>
<th>Mentor's Recommended Strategies/Other Notes</th>
<th>Date to Perform</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Understand, use and apply the district's disciplinary management system (DMS)</td>
<td>Observe</td>
<td>…conferences with a student addressing an incident and the prescribed consequence</td>
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<td></td>
<td></td>
<td></td>
<td>…parent contacts addressing an incident and the prescribed consequence</td>
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<td></td>
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<td></td>
<td>…an administrator applying the DMS based referrals</td>
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<td></td>
<td></td>
<td>Participate</td>
<td>…in conferences with a student addressing an incident and the prescribed consequence</td>
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<td>…in parent contacts addressing an incident and the prescribed consequence</td>
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<td>…in the application of the DMS based on referrals</td>
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<td></td>
<td>…in an analysis of discipline incident date to determine areas of needed improvement</td>
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<td>Lead</td>
<td>…conferences with students addressing an incident and the prescribed consequence</td>
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<td></td>
<td>…parent contacts addressing an incident and the prescribed consequence</td>
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<td>…the application of the DMS based on referrals</td>
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# Appendix C

## Sample Internship Log

Intern Name: __________________________ Internship Activity Log for Activity # _________  Dates: From _________ to ________

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours Spent</th>
<th>Short Activity Description</th>
<th>Brief Description of Accomplishments</th>
<th>Next Steps</th>
<th>Mentor Initials</th>
</tr>
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Name of Mentor: ___________________________________________________  Page: ______________ Of _____________