

Worship/Music

Internship Handbook



CONTACT INFORMATION

For general college/contact information:

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For specific information about your internship:

Faculty supervisor Jessica Wilson
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For general internship information, or if you cannot contact your Faculty Supervisor:

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Specific Expectations For Music/Worship Ministry

WSHP 4801

Worship Ministry Practicum – Chapel



Jessica Wilson
Last Updated: Spring 2021
1 Credit Hours

Course Description

An internship experience designed to provide the student with event planning experience in the realm of worship ministry, specifically in planning and facilitating Chapel Worship Team.

College Mission

Boise Bible College glorifies God by equipping servant leaders who build up the church to advance the gospel worldwide.

BBC Values and Worship Arts

- **Scholarship:** We want to see the application of classroom material in a ministry setting.
- **Humility:** Learning from an experienced mentor and mentoring students toward application and practice of worship in the BBC chapel setting.
- **Community:** Extending the classroom into a context where our true and best self is engaged in worship. Activities include planning BBC Chapel and pastoring students enrolled in the chapel worship team lab. The student will act as a liaison between faculty, students, and administrators.
- **Innovation:** Looking for where the scriptures and historical church practices intersect to inform our BBC Chapel worship experience. Also, to cultivate a spirit of authenticity and develop deep roots in a ministry setting.

Competencies

The student and faculty supervisor will choose which of the following competencies they wish to focus on during the practicum experience.

Program Competencies

- **Musicianship:** Show technical artistry in creation, expression, and reflection through vocal and/or instrumental performance.
- **Group Rehearsal:** Ability to select, arrange, and put music into a workable format to lead rehearsals comprising of a variety of musicians with varying musical skills.
- **Worship Leading:** Can effectively draw people to and guide them in times of corporate worship through purposeful theology, creative expression, effective leadership, and a humble spirit.
- **Production:** Has the knowledge and experience to manage the technology of a live event, including sound equipment (e.g., microphones, speakers, mixers), projection equipment (e.g., computers, VPUs, lighting), and software (e.g., PowerPoint, ProPresenter).
- **Music Literacy:** Has working knowledge in both aural and written form that allows for effective communication with other musicians to produce a desired musical expression.

Core Competencies

- **Devotion to God:** Lives a God-ward life; focused on God; set apart, consecrated to God, and treats God and His things with sacred respect
- **Gentleness** - Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demanding, self-seeking, or argumentative
- **Integrity (Honesty)** - Above reproach; just, upright, and above board in all dealings, consistently does what is right; respects authority and rules; honest, person of his/her word
- **Organization and Administration:** Capable of planning and managing the details involved in successfully running teams, programs, and events (Planning and execution generally runs smoothly; requires minimal supervisor input)
- **People skills:** Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life
- **Self-Discipline:** Can do what needs to be done when it needs to be done; moral self-control; overall life of discipline
- **Sexual Purity:** An example of holy and honorable sexuality; puts distance between self and sexual immorality
- **Speech:** Speech is clean, helpful, and respectful; characterized by truth and love rather than demeaning and harsh.
- **Servant Leadership:** Demonstrates leadership that is focused on building up others
- **Submission to Authority:** Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society
- **Team Building:** Able to recruit and train a team of people to work together to complete a project

Course Objectives

Upon successful completion of the course, the student will be able to:

1. Develop leadership skills in the area of practical ministry.
2. Develop mentor/mentee relationship that is mutually beneficial
3. Build a philosophy of ministry
4. Document experience for future reference and reflection
5. Evaluate the internship experience
6. Plan and design worship events

Grading

The final grade is calculated according to the following point values:

| | |
|---------------------|-----|
| Portfolio | 80% |
| Evaluations/Debrief | 20% |

Letter grades will be assigned according to BBC policy.

Course Policies

1. Attend weekly meetings with the faculty supervisor and student to review expectations and progress.
2. The student should behave professionally. Dismissal from the Internship experience for any reason, the grade will result in an "F" and no internship credit.
3. The student will need to adhere to deadlines instituted by the Internship Coordinator. Failure to do so may result in a delay of internship and may impact graduation requirements.

Course Schedule

The schedule between the faculty supervisor and the student should follow these general guidelines. Hours between 10-20 per week for a one-credit internship. A weekly schedule may look like this:

- Tuesday Chapel – 3 hours
- Chapel Worship Team Rehearsal – 2 hours
- Chapel Worship Team Dress Rehearsal – 2 hours
- Thursday Chapel – 1.5 hours
- Weekly Faculty Supervisor/Faculty supervisor Meeting – 1 hour
- Administrative – 3-5 hours

Course Assignments

1. Learning Covenant (See Appendix)

The professional student should exercise good conduct as a leader and take leadership over the worship ministry elements as agreed upon with the faculty supervisor. This responsibility commences with a written agreement between the student and the faculty supervisor. The learning covenant is the written agreement between the student and the faculty supervisor to outline the learning experience's growth goals and expectations. The learning covenant should include three sections: 1) purpose for the internship, 2) ministry responsibilities, and 3) personal goals for ministry.

2. Portfolio

See Internship Handbook for samples of these documents to include in the internship portfolio. In most cases, satisfying the portfolio requirements mean weekly meetings with your professor. In your first meeting with the faculty supervisor/mentor, we will navigate these expectations.

a. Weekly Journal

Weekly Journals are required. The journal is a crucial part of the learning experience. It helps you clarify and think through your experiences and reflect on how well you are progressing and achieving your goals. These entries are not supposed to be mere descriptions of your activity; they also need to reflect what you are learning from your activity. One journal entry per week includes:

- i. Listing major ministry activities of the past week.
- ii. What was the value of these activities to the organization's ministry?
- iii. Reflect on the role you played.
- iv. Reflect on any feedback you received and any next steps to be implemented.
- v. Reflect on your personal growth since the last report.

b. Planning and Leading Report

You are required to plan/lead (with supervision from your faculty supervisor) Chapel Worship. You will plan and lead the service and the rehearsal. After each event, complete a report which includes the following:

- A complete outline of the service, i.e., songs, prayer, scripture, other details, etc.
- Written Reflection & Record
- If possible, include a DVD or cd of the service
- Place your report(s) in your portfolio

c. Interview

You are required to discuss several topics with a worship leader. Discuss in detail and provide a brief synopsis of the conversation. Your Faculty supervisor will need to sign-off on the document before including it in your portfolio.

d. Book Report

Your faculty supervisor requires a book report for the Chapel Worship Internship. You are required to write a brief one-page summary/report of the book and include it in your portfolio. Some Book Suggestions would be:

Rory Noland, *The Worshiping Artist*
Zac Hicks, *The Worship Pastor*
Constance Cherry, *The Music Architect*
Debra Rienstra, *Worship Words*

3. Evaluations

The internship Handbook includes evaluation forms for your internship portfolio:

- a. Intern Self-Evaluation
- b. Faculty supervisor Mid-Internship Evaluation and Final Evaluation. These forms will be emailed to your faculty supervisor by the Internship Coordinator.
- c. Debrief with Faculty Mentor

Plagiarism/Academic Dishonesty Statement

As noted in the BBC catalog, “as a training center for Christian men and women who are preparing for ministry, BBC expects students to value honesty and integrity in their lives and to put into practice these vital character traits throughout the education process. Academic dishonesty is any practice by which a student knowingly and intentionally attempts to distort the truth about his or her own academic performance of that of another student.”

Mrs. Wilson will treat incidents of cheating, plagiarism and other forms of academic dishonesty very seriously. Examples include submitting someone else’s work as one’s own, failing to document appropriately quoted material or other’s unique ideas, using sources not permitted, lying or other types of unethical behavior in fulfilling academic requirements. Penalties may include failure of the assignment involved, requirement of additional work, failure of the course, academic probation, suspension from school, or dismissal from school.

Instructor/Student Covenant

As instructor of this course, I covenant with each student that I will model Christ-like behavior, value, and respect each student as a child of God, come to class prepared, begin and end class on time, make appropriate assignments and grade them fairly, and be available for consultation outside of class. In return, I expect each student to model Christ-like behavior, show proper respect to me as the instructor, come to class prepared, arrive and leave class on time, and submit assignments and participate in ways that demonstrate your integrity.

Course Textbook

The student will not be required to purchase a book for the course unless the student wishes to do a book report. This must be approved by the faculty supervisor in conjunction with the Faculty supervisor.

Course Bibliography

- Cherry, Constance M., Mary M. Brown and Christopher T Bounds. *Selecting Worship Songs: A Guide for Leaders*. Marion: Triangle, 2011. Print.
- Clapp, Rodney. *A Peculiar People: The Church as Culture in a Post-Christian Society*. Downers Grove: InterVarsity Press, 1996. Print.
- Dawn, Marva. *How Shall We Worship? Biblical Guidelines for the Worship Wars*. Wheaton: Tyndale House, 2003. Print.
- Elsheimer, Janice. *The Creative Call: An Artist's Response to the the Way of the Spirit*. Colorado Springs: WaterBrook, 2001. Print.
- Kauflin, Bob. *Worship Matters: Leading Others to Encounter the Greatness of God*. Wheaton: Crossway Books, 2008. Print.
- Kraeuter, Tom. *Developing and Effective Worship Ministry*. . Lynnwood: Emerald Books, 2008. Print.
- Kraeuter, Tom. *Keys to Becoming an Effective Worship Leader*. Lynnwood: Emerald Books, 2011. Print.
- Kraeuter, Tom. *The Worship Leader's Handbook: Practical Answers to Tough Questions*. Lynnwood: Emerald Books, 2007. Print.
- Kraeuter, Tom, ed. *Things They Didn't Teach Me in Worship Leading School*. Lynnwood: Emerald Books, 2006. Print.
- Miller, Stephen. *Worship Leaders are not Rock Stars*. Chicago: Moody Publishers, 2013. Print.
- Navarro, Kevin J., *The Complete Worship Leader*. Grand Rapids: Baker Books, 2001. Print.
- Noland, Rory. *The Heart of the Artist: A Character-Building Guide for You & Your Ministry Team*. Grand Rapids: Zondervan, 1999. Print.
- Noland, Rory. *Thriving as an Artist in the Church: Hope and Help for you and your Ministry Team*. Grand Rapids: Zondervan, 2004. Print.
- Noland, Rory. *The Worshiping Artist: Equipping You and Your Ministry Team to Lead Others in Worship*. Grand Rapids: Zondervan, 2007. Print.
- Pierson, Mark. *The Art of Curating Worship: Reshaping the Role of Worship Leader*.
- Scheer, Greg. *The Art of Worship: A Musician's Guide to Leading Modern Worship*. Grand Rapids: Baker Books, 2006. Print.
- Searcy, Nelson and Jason Hatley with Jennifer Dykes Henson. *Engage: A Guide to Creating Life-Transforming Worship Services*. Grand Rapids, Zondervan, 2011. Print
- Siewert, Alison, Andy Crouch, Matt Frazier and Sundee Frazier. *Worship Team Handbook*. Downers Grove: InterVarsity Press, 1998. Print.
- Sproul, R.C. *How Then Shall We Worship? Biblical Principles to Guide us Today*. Ontario: David C Cook, 2013. Print.
- Townley, Cathy. *Designing Worship Teams: Discovering and Birthing the Drama of Twenty-First-Century Worship*. Nashville: Abingdon Press, 2002. Print.

Appendix

Boise Bible College Chapel Practicum Learning Covenant

Intern Name: _____
 Personal phone #: _____
 Office Phone #: _____
 Email address: _____
 Skype (missions): _____
 Facebook (missions): _____
 Mailing Address: _____

Organization: _____
 Field Mentor: _____
 Office Phone #: _____
 Personal Phone #: _____
 Email address: _____
 Mailing Address: _____

Today's Date: _____

Class Code: _____

of expected credits: 1 2

Dates of Internship: _____

Faculty Supervisor: _____

Academic Advisor: _____

1. Purpose for internship

- 1) Student completes in paragraph form in own words. *****

2. Ministry responsibilities:

- 1) Meet weekly with faculty supervisor. (This includes planning, recapping experience, working through any issues, guidance, review responsibilities, book discussions, etc.)
- 2) Plan Chapel Worship Team Themes or repertoire for the semester.
- 3) Schedule Chapel Worship Teams in Planning Center.
- 4) Run rehearsals or act as a resource for team leaders.
- 5) Mediate any interpersonal issues that may arise from the team (with the help of mentor).
- 6) Collaborate on Chapel execution with the Chapel Production Team.
- 7) Be present at Sound check for the Chapel Worship Teams as well as act as point of contact for any chapel guests on Tuesday mornings.
- 8) Act as producer for Tuesday and Thursday chapel.
- 9) Lead deliberate practice discussions each week.

3. Personal goals for ministry.

- 1) Tools for spiritual and/or professional growth: I choose the following book to read and discuss with my mentor on a regular basis. <<<_____>>>
- 2) Student completes in paragraph form other goals he or she may have. *****

Intern Signature: _____ Date: _____

Faculty Supervisor Signature: _____ Date: _____

Original to Internship Coordinator, Copies to Faculty Supervisor, Field Mentor, Intern for portfolio/notebook

Planning and Leading Report

Name: _____ Date: _____

Event: _____ Internship site: _____

You may create your own record, but make sure that all elements of this sample are included.

What did you do to prepare for this event? What would you do differently in your preparation?

Who participated in the event? How were they engaged throughout the event?

Did you seek feedback from your faculty supervisor after the event? Did you receive any other feedback from participants? Are there any action items coming from the critique that can apply to your ministry?

Weekly Journal

Student: _____ Date: _____

Internship site: _____ Hours completed this report: _____

You may create your own journal, but make sure that all elements of this sample are included.

1. List your major ministry activities for the past week.

2. What was the value of these activities to the (a.) organization's ministry? (b.) your growth?

3. What feedback did you request from your Field Mentor since last report and what did they tell you?

4. Reflect on your own personal growth since the last report.

EVALUATION FORMS

Music/Worship

Field Mentor's Mid-Internship Evaluation



Name: _____ Field Mentor: _____

Date: _____ Internship site: _____

Please rate your intern according to the following numerical scale on the following topics.

4 – Always 3 – Usually 2 – Occasionally 1 – Seldom 0 – Not applicable

- 4 3 2 1 The intern is showing a positive, respectful attitude.
- 4 3 2 1 The intern is demonstrating a self-giving spirit and a life style of integrity.
- 4 3 2 1 The intern is fulfilling the requests given to him/her.
- 4 3 2 1 The intern is punctual and respects time issues and situations.
- 4 3 2 1 0 The intern is growing in musicianship.
- 4 3 2 1 0 The intern is growing in ability to lead a group rehearsal.
- 4 3 2 1 0 The intern is growing in ability to lead worship.
- 4 3 2 1 0 The intern is growing in production and technology skills.
- 4 3 2 1 0 The intern is growing in administration and organization.

Please answer the following questions to the best of your ability. The answers do not have to be long, but please give us some idea, situation or example of how the intern acted in regard to the question.

The intern is strongest in these areas:

The intern needs to work more on these areas:

Do any adjustments need to be made to the student's Learning Covenant?

Are there any major concerns that we need to be aware of in relation to the student's overall internship experience?

Music/Worship
Faculty Supervisor's Final Internship Evaluation



| Competency | Rating | Comments |
|--|--|----------|
| <p>Devotion to God Lives a God-ward life; focused on God; set apart, consecrated to God and treats God and His things with sacred respect</p> | <input type="checkbox"/> Consistently and deeply consecrated to God <input type="checkbox"/> Working at deepening consecration to God <input type="checkbox"/> Generally God-centered lifestyle <input type="checkbox"/> Inconsistent; some questionable choices <input type="checkbox"/> Self-centered; Profane <input type="checkbox"/> No opportunity to observe | |
| <p>Gentleness Considerate and congenial; favorable disposition; thoughtful of others; not pushy, demanding, self-seeking, or argumentative</p> | <input type="checkbox"/> Constantly focused on helping and elevating others <input type="checkbox"/> Considerate; Takes initiative in looking out for others <input type="checkbox"/> Congenial; Willing to yield to others <input type="checkbox"/> Inconsiderate; focused on self <input type="checkbox"/> Arrogant and rude; focused on self <input type="checkbox"/> No opportunity to observe | |
| <p>Integrity (Honesty) Above reproach; just, upright, and above board in all dealings, consistently does what is right; respects authority and rules; honest, person of his/her word</p> | <input type="checkbox"/> Trusted without question; Highly respected <input type="checkbox"/> Trusted and respected with a growing reputation <input type="checkbox"/> Generally trusted but has a limited track record <input type="checkbox"/> Conduct leaves room for doubt or question <input type="checkbox"/> Not trusted; Undependable <input type="checkbox"/> No opportunity to observe | |
| <p>Sexual Purity An example of holy and honorable sexuality; puts distance between self and sexual immorality</p> | <input type="checkbox"/> Above reproach <input type="checkbox"/> Has a good reputation <input type="checkbox"/> Avoids compromising situations <input type="checkbox"/> Involved in questionable or unwise situations <input type="checkbox"/> Not trusted <input type="checkbox"/> No opportunity to observe | |
| <p>Speech Speech is clean, helpful, and respectful; characterized by truth and love rather than demeaning and harsh</p> | <input type="checkbox"/> Respectful, positive, speaks truth in loving and constructive manner <input type="checkbox"/> Generally positive, pleasant and respectful <input type="checkbox"/> Compliant and noncritical <input type="checkbox"/> Critical and unconstructive; Harsh <input type="checkbox"/> Vulgar and disrespectful; Causes harm or discomfort to others <input type="checkbox"/> No opportunity to observe | |

| | | |
|--|--|--|
| <p>Submission to Authority Operates with a spirit of submission to the authority of scripture and to those in authority in the church, at work, in family relationships, and in society</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Makes biblically-based decisions; Openly supports those in authority <input type="checkbox"/> Exhibits an openness to guidance and direction; Very respectful of and obedient to those in authority <input type="checkbox"/> Does what is told to do <input type="checkbox"/> Obeys, but tends to bristle at authority and or passively resists authority <input type="checkbox"/> Resistant to guidance; Spreads a spirit of rebellion to others <input type="checkbox"/> No opportunity to observe <input type="checkbox"/> | |
| <p>Servant Leadership Demonstrates leadership that is focused on building up others</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrates great leadership that is “others-focused” <input type="checkbox"/> Emerging as a good leader that is “others-focused” <input type="checkbox"/> Is “others-focused”; untested leadership skills <input type="checkbox"/> Self-absorbed with limited leadership potential <input type="checkbox"/> Self-absorbed and unreliable <input type="checkbox"/> No opportunity to observe <input type="checkbox"/> | |
| <p>Team Building Able to recruit and train a team of people to work together to complete a project</p> | <ul style="list-style-type: none"> <input type="checkbox"/> The leader every team wants <input type="checkbox"/> Developing to a solid team leader <input type="checkbox"/> Has the basic skills; Limited experience <input type="checkbox"/> Struggles to lead a team to complete tasks <input type="checkbox"/> Cannot be trusted to lead a team <input type="checkbox"/> No opportunity to observe <input type="checkbox"/> | |
| <p>People skills Approaches relationships and ministry strategies with an overall understanding of where people are at spiritually, psychologically, or at their stage in life</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Complete “gets” people and connects with them <input type="checkbox"/> Understand people well <input type="checkbox"/> Works hard at understanding people <input type="checkbox"/> Occasionally seems unaware of where people are at <input type="checkbox"/> Completely unaware of where people are at <input type="checkbox"/> No opportunity to observe | |
| <p>Organization and Administration Capable of planning and managing the details involved in successfully running ministry teams and events</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Very capable <input type="checkbox"/> Increasingly successful <input type="checkbox"/> Manages <input type="checkbox"/> Struggles <input type="checkbox"/> Incapable <input type="checkbox"/> No opportunity to observe | |

| | | |
|--|---|--|
| <p>Worship Leading Can effectively lead people in times of worship with purpose, with passion, and utilizing a variety of approaches.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently very effective in leadership skills, expertise, and creativity <input type="checkbox"/> Effective, expanding in leadership skills, expertise, and creativity <input type="checkbox"/> Effective within a limited range of styles and situations <input type="checkbox"/> Generally capable but tends not to engage the congregation <input type="checkbox"/> Lacks basic skills; Presence takes focus away from worship <input type="checkbox"/> No opportunity to observe | |
| <p>Worship Administration & Organization Abilities to select, arrange , and put into a workable format for the necessary components of a complete worship service including: music/worship, communion time, dismissal and any special need of the day; including recruiting and training others to fulfill the above.</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Takes full charge and leadership of all aspects of worship/music <input type="checkbox"/> Works well with established personnel and under supervision <input type="checkbox"/> Works well with established personnel in subsidiary roles <input type="checkbox"/> Needs guidance and help in seeing the whole picture and in fitting the pieces together <input type="checkbox"/> Even with supervision and guidance is unable to work in the planning mode <input type="checkbox"/> No opportunity to observe | |
| <p>Production & Technology Has the experience and knowledge to run and/or supervise: sound equipment (microphones, amplifiers, speakers, sound boards), projection ministries (computer, power point, VPU)</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Understands and is able to set up, organize and run the technical aspects of a worship/music ministry <input type="checkbox"/> Understands the technical aspects of worship/music ministry and can function with supervision and guidance <input type="checkbox"/> Has some knowledge and exhibits a desire to learn <input type="checkbox"/> Is unable to function in the technical aspects of worship/music ministry <input type="checkbox"/> Has no interest in learning the technical aspect <input type="checkbox"/> No opportunity to observe | |
| <p>Musicianship Show technical artistry, confidence, and a ministry attitude in vocal and/or instrumental leading and performance</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Sings and/or instrumentally displays professional-level music skills <input type="checkbox"/> Sings and/or instrumentally displays an acceptable level of music skills <input type="checkbox"/> Continues to learn and improve level of music skills <input type="checkbox"/> Sings and/or instrumentally displays a beginning level of music skills <input type="checkbox"/> Skill level not acceptable for public leading/performing <input type="checkbox"/> No opportunity to observe | |

| | | |
|---|---|--|
| <p>Group Rehearsal Ability to lead rehearsals comprising of a variety of musicians with varying musical skills</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Able to take command of rehearsal time to stay on task. <input type="checkbox"/> Able to lead rehearsals with input from band members, but has a general idea of his/her desires for song musicality. <input type="checkbox"/> Is growing in ability to lead other musicians. <input type="checkbox"/> Has potential to lead, but lacks confidence to execute a successful rehearsal. <input type="checkbox"/> Cannot lead rehearsals. <input type="checkbox"/> No opportunity to observe | |
| <p>Music literacy Understanding of the principles of Music Theory & History for effective communication with other musicians</p> | <ul style="list-style-type: none"> <input type="checkbox"/> Consistently demonstrates awareness of music theory in regards to instrumentation and chord progressions in worship. <input type="checkbox"/> Effective in identifying when a chord or note is "off" and effectively communicates how to fix it. <input type="checkbox"/> Knows that something is not right in tonality, and is growing in ability to identify and to fix it. <input type="checkbox"/> Is unable to identify tonal inconsistencies but acknowledges discrepancies when it is pointed out. <input type="checkbox"/> Doesn't care about tonality and won't take the time to correct his/her mistakes or figure out discrepancies <input type="checkbox"/> No opportunity to observe | |

Music/Worship Faculty Supervisor Final Rubric



To be completed by faculty supervisor upon completion of the internship debrief conversation at the conclusion of your internship experience.

| | |
|---|-----|
| Completed Sophomore Seminar | P/F |
| Secured Internship Site | P/F |
| Completed and submitted Learning Covenant | P/F |
| | |
| Weekly Journal | /20 |
| Field Mentor Interview & Report | /10 |
| Planning and Leading Assignments | /20 |
| 1. Date: _____ | |
| 2. Date: _____ | |
| 3. Date: _____ | |
| 4. Date: _____ | |
| | |
| Intern Self Evaluation | /15 |
| Field Mentor Mid-Internship Evaluation | /5 |
| Field Mentor Final Evaluation | /5 |
| Portfolio Completed | /25 |
| • Book Report (if applicable) _____ | |

Grade:

Debrief Comments: