Guidelines for ICE Internships: Spring 2015

Definition:
A graduate internship is an experiential learning opportunity through which students apply theoretical knowledge gained from their coursework in International and Comparative Education (ICE). An internship may be a new position or a current position with new responsibilities/duties/tasks. A student may have multiple internships, as long as each internship is linked to the student’s educational and professional goals in International and Comparative Education. An internship is not focused on gathering data as one would for a graduate thesis.

Process:

Pre-internship
1. The student prepares a 1-2 page internship proposal for their faculty adviser, through which the student will:
   a. Identify the organization where the internship will occur.
   b. Explain why the organization interests you.
   c. Explain your (new) responsibilities in the internship.
   d. Explain what interests you regarding the responsibilities, including ICE-specific elements.
   a. Explain how the internship will contribute new knowledge and advance your future career goals.
   b. List 3-4 goals (as related to the ICE program) for undertaking the internship. Make the goals specific, measurable, achievable, realistic and time-bound (SMART)—e.g., “At the end of the internship, I will know...” ; “At the end of the internship, I will be able to...”.
   c. Clarify the # of hours to be worked per week and duration of the internship
2. The faculty adviser reviews the proposal
3. The faculty adviser approves the internship and grants permission for the student to register.
   a. The student and adviser will consult about the number of credits to take (1-6) and whether or not the course will be for a grade vs. pass/fail.
4. The student registers for the credits and participates in the internship.

During the internship
5. Students will keep a journal while participating in the internship, noting interesting developments, challenges, related theories for addressing the issues and student learning/educational goals. [Note: The student does not need to submit the journal to the faculty adviser, but the journal will be invaluable when the time comes to write the internship report—see below for more details.]
6. The faculty adviser communicates at the mid-term and end point of the internship with the on-site supervisor in an effort to facilitate and collect the on-site performance evaluation (see rubric below).
   a. Faculty adviser can also conduct the performance evaluation by phone with the on-site supervisor if preferred.
   b. On-site supervisor should be encouraged to submit the final evaluation within 30 days of the conclusion of the internship

Post-internship
7. The student submits an internship report, which entails the following:
   a. Background and specific nature of the organization.
   b. Description of the work performed for the organization, with a particular emphasis on the knowledge and technical skills developed and/or strengthened during the internship (include in appendices of paper possible samples of work – e.g. draft policy briefs, program design or M&E frameworks, fundraising proposals, blog posts, etc.).
c. Analysis and discussion of specific issues, opportunities and challenges of doing ICE-related work for host organization and how the experience contributed to broadening your understanding of the ICE field.

d. Reflection on the positive and negative aspects of the internship experience, including steps that were (or could have been) taken to mitigate any negative aspects.

e. Reflection on the internship experience’s contribution to your long-term professional development goals

8. The student submits a 400-700 word blog on his/her internship experience to be posted on the ICE website and shared with current and prospective students.

9. When possible, the student makes a formal presentation to the ICE program by participating on a panel with other student interns (panel events held once per semester¹). Students off-campus have the option to prepare a PowerPoint or Prezi presentation and/or choose from a variety of other presentation programs with/without audio/recording options (e.g., Soundslides, iSpringFree, Jing, Camtasia, Slideshare). Select presentations will be posted on the program’s website and shared with ICE students and faculty.

¹ Note: Given the size of the ICE program, not all students will have the opportunity to present in the on-campus panel event held each semester.
Managing Expectations for Hosting Organizations, Students and Faculty Advisers:

**Hosting organizations are expected to:**
- Offer a robust internship experience that allows student(s) to gain practical knowledge and skills, with minimal administrative work (e.g. errands, photocopying)
- Provide a brief Terms of Reference (TOR) that clearly outlines the expected job responsibilities for the duration of the internship
- Provide general orientation, training, safety/security instructions regarding the performance of the intern duties and responsibilities
- Provide regular supervision and constructive feedback to intern
- Complete an evaluation of the student’s performance at the mid-point and conclusion of the internship; the final evaluation should be provided within 30 days of completion of the internship

**Student interns are expected to:**
- Secure appropriate travel documents and security/health insurance, etc. (if relevant)
- Demonstrate professional attitude and behavior
- Adopt a proactive attitude, understanding that much of their work will need to be carried out independently
- Follow the policies, procedures and working rules of the hosting organization
- Complete all tasks and assignments received on time and to the best of their ability
- Behave in an ethical manner
- Seek to gain (in advance of start date, if possible) contextual and background information on the place and organization with which they will be working
- Support the organization’s mission/goals
- Work within appropriate authority and decision-making channels
- Report to work as scheduled and on-time
- Dress appropriately for organization
- Communicate regularly with faculty adviser at Teachers College as internship plans take shape (when applicable)
- Keep a journal throughout the duration of the internship
- Share experiences with other students on completion of internship by writing a blog for the ICE website
- Submit an internship report at the conclusion of the internship in accordance with the guidelines listed in this document

**Teachers College, Columbia University Faculty Supervisors are expected to:**
- Provide advising for students as they explore the best options for pursuing internships and developing professional skills
- Develop a timeline for communication and deliverables with student interns, in relation to Teachers College guidelines for student supervision
- Establish flexible communication mechanisms for providing guidance and support to students, particularly for those individuals participating in internships based outside of NYC or the US
- Communicate at the mid-term and final points of the internship with the on-site supervisors in order to collect performance evaluation data
- Help students troubleshoot in the event that they encounter a challenging working environment
Evaluation Criteria:

1) Performance evaluation (mid-term and final for on-site supervisor)

Student’s Name: _______________________________  Semester: ________________

Name of Supervisor: ____________________________  Date: ____________________

This form is designed to gather information concerning the intern’s performance during his or her internship with your organization. This information is critical for monitoring not only the student’s performance but also your satisfaction with our students and our academic programs. Please provide a candid evaluation and share it with the student and faculty adviser. Your feedback should be beneficial to the student’s professional and personal development. Please see reverse side for additional evaluation rubric.

Constructive Feedback

1) What development have you observed in the student’s skills, knowledge, personal and/or professional performance?

2) What have been the student’s major strengths in this internship? Please describe the student’s contributions to your organization during the internship.

3) What recommendations would you make for improvement of student knowledge and skills?

4) Please feel free to make additional comments regarding the student’s performance and/or evaluation.
**Instructions:** Please evaluate the intern’s performance at your organization by circling the number on the scale below that indicates your level of agreement with the following statements.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th>Strongly disagree</th>
<th>Disagree</th>
<th>Neutral</th>
<th>Agree</th>
<th>Strongly Agree</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
<td>I was satisfied with the intern’s quality of work</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>2.</td>
<td>I was satisfied with the intern’s judgment</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>3.</td>
<td>I was satisfied with the intern’s ability to learn</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>4.</td>
<td>I was satisfied with the intern’s creativity and resourcefulness</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<tr>
<td>5.</td>
<td>I was satisfied with the intern’s desire to take on new assignments</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>6.</td>
<td>I was satisfied with the intern’s ability to work on a assignment to completion</td>
<td>1</td>
<td>2</td>
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<td>7.</td>
<td>I was satisfied with the intern’s dependability</td>
<td>1</td>
<td>2</td>
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<td>8.</td>
<td>I was satisfied with the intern’s interpersonal skills</td>
<td>1</td>
<td>2</td>
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<td>9.</td>
<td>I was satisfied with the intern’s ability to work as part of a team</td>
<td>1</td>
<td>2</td>
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<td>4</td>
<td>5</td>
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<td>10.</td>
<td>I was satisfied with the intern’s communication skills</td>
<td>1</td>
<td>2</td>
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<td>5</td>
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<td>11.</td>
<td>I was satisfied with the intern’s attendance</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>12.</td>
<td>I was satisfied with the intern’s punctuality</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
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<td>13.</td>
<td>I was satisfied with the intern’s computer proficiency</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>14.</td>
<td>I was satisfied with the intern’s overall performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
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<td>5</td>
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<td>Grade</td>
<td>HIGH PASS</td>
<td>PASS</td>
<td>LOW PASS</td>
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<td><strong>Content</strong></td>
<td>Superior</td>
<td>Good</td>
<td>Fair</td>
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<tr>
<td><strong>Organization Background</strong></td>
<td>Thorough and succinct organizational overview including history, services, beneficiaries and partners</td>
<td>Thorough and succinct overview with some history, products/services, but limited additional research on beneficiaries and partners</td>
<td>Little overview of organization</td>
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<tr>
<td><strong>Internship description</strong></td>
<td>Complete description with prioritization of tasks and/or deliverables, as related to ICE field</td>
<td>Complete description with no prioritization of tasks and/or deliverables, as related to ICE field</td>
<td>Limited explanation</td>
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<tr>
<td><strong>Analysis and Discussion</strong></td>
<td>Thorough analysis of specific-ICE related issues, opportunities and challenges of doing this work for hosting organization and its contribution to your understanding of ICE field</td>
<td>Thorough analysis, but with no clear linkage to ICE field</td>
<td>Little analysis</td>
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<td><strong>Reflection (Positive and negative aspects of internship experience)</strong></td>
<td>Insightful and honest reflection of each giving attention to detail</td>
<td>Honest reflection but less insight and attention to detail</td>
<td>Little reflection</td>
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<td><strong>Contribution to professional development</strong></td>
<td>Insightful and thought provoking, including an explanation of “how” and “why” there was or could have been a positive contribution to professional development</td>
<td>Insightful, thought provoking but not including an explanation of “how” and “why” there was or could have been a positive contribution to professional development</td>
<td>Little explanation</td>
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<tr>
<td><strong>Organization of report</strong></td>
<td>Table of contents, titled sections, clean format throughout</td>
<td>Table of contents, title sections</td>
<td>Untitled sections, unorganized presentation of information</td>
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<tr>
<td><strong>Spelling and Grammar</strong></td>
<td>No spelling or grammatical errors</td>
<td>No spelling errors, some grammatical suggestions</td>
<td>Extensive spelling and grammatical errors</td>
<td></td>
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</tbody>
</table>