

Waldorf

Teacher Education Program

# Internship Handbook



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Table of Contents

<b>Waldorf Internship General Information</b>	<b>3</b>
<b>Internships Sites</b>	<b>4</b>
<b>Internship Contract</b>	<b>5</b>
<b>Waldorf Internship Competencies</b>	
Elementary	<b>6</b>
Early Childhood	<b>7</b>
<b>Waldorf Internship Time Line</b>	
Elementary	<b>8</b>
Early Childhood	<b>9</b>
<b>Cooperating Teacher's Responsibilities</b>	<b>10</b>
<b>Antioch Internship Supervisor</b>	<b>11</b>
<b>Intern's Responsibilities</b>	<b>12</b>
<b>Documentation of Learning</b>	<b>13</b>
<b>Final Documentation Procedures</b>	<b>14</b>

### **Waldorf Internship General Information**

This information is designed to familiarize you with the basic structure of internship experiences in the Elementary and Early Childhood Programs. Each intern will have an internship supervisor representing the Antioch Education Department, as well as a cooperating teacher at the internship site. While internship arrangements are typically negotiated between the students and their cooperating teachers, there are several key requirements that Antioch believes are essential, and these are outlined in this booklet. It is important for both the student and other school personnel, particularly the cooperating teacher, to fully understand and

agree to these requirements at the outset if the experience is to be mutually rewarding.

### **Expectations:**

The intern will carefully observe the style and routines of his or her cooperating teacher and adopt those routines for the duration of the internship. Interns shall be made aware by their cooperating teachers of the policies of the school in which they are teaching, and they are expected to abide by these same policies whenever appropriate. Interns will have the opportunity to participate in different teaching situations during the course of the program. As the intern becomes familiar with the children and the teaching methods employed in a given setting, his or her responsibilities for planning and carrying on lessons or activities will **gradually increase**. Each student's internship should be designated to meet his or her special interests and learning needs. See the Time Line of a Waldorf Internship for guidelines.

### **Length of Supervised Internships:**

Year Round Program: In the first internship, students must spend three days per week for fifteen weeks in the situation. The second internship requires five days per week for twelve weeks, for a total of sixty days. Each day is a full school day, and should include main lesson and at least three specialty periods.

Summer Sequence Program: Internships are five days per week for twelve weeks.

### **On-Site Supervision:**

The cooperating teacher should be certified in the grade level you are interning and should have at least three years of experience in teaching. The support and guidance of the cooperating teacher at the internship site is important to the effective functioning and growth of the intern. An intern's need for such varies with each person. A regularly scheduled weekly meeting with your cooperating teacher is considered a minimum requirement. Your meeting schedule, including the number of weekly sessions and the length of each session, should be specified in your internship contract. You may utilize other school personnel for support and supervision as appropriate. These persons must be listed and their roles described in the internship contract. Meeting schedules should be specified as well.

### **If Problems Occur:**

Should serious difficulties of any nature arise during the internship, the student or cooperating teacher should contact the internship supervisor as soon as possible (see contact information on back page).

## **Internship Sites**

### **Finding an internship site:**

- Visit at least three different Waldorf schools and main lessons.
- Report on your visits during our advising sessions. Thus, everyone can benefit from your observations.

- In considering where you wish to do your Waldorf internship, take into account: age, grade level, school location, time of year, cooperating teacher. Convenience should not be the only motivating factor. In what setting can you learn the most? How can your Internship support and complement your course work, previous work experiences, special interests, etc.? This is an important decision!
- You will be given an internship request form by the internship coordinator. List your three top choices. Keep an open mind - things have a way of changing just when they seem settled.
- Do not approach a possible cooperating teacher directly - the Internship coordinator will do this after evaluating your requests and those of your classmates. When a cooperating teacher agrees to have you, the Internship coordinator will notify you immediately. A letter of confirmation expressing gratitude to him/her to have you and a starting date is required to be written by you. A copy should be given to the ANE internship coordinator.

Finding an internship can be stimulating, informative and enjoyable. However, because there is so much at stake, the process can also be frustrating, time-consuming and a source of tension for all concerned. The Internship coordinator may not agree to your requests, for reasons that s/he may not always be able to share due to confidential requests from the particular faculty. Give the process the benefit of time - one or two visits in early fall really helps. Have confidence! Our students have a very high success rate in their internships!

### **Considerations in Choosing a Site:**

You should spend a day visiting an internship site you're considering. In selecting a possible site, you might like to ask yourself the following questions:

- Is my style of being with children compatible with this potential cooperating teacher's style?
- Do I feel comfortable in this classroom environment? With this age group?
- Does this teacher have qualities that I admire and would like to emulate?
- Do I easily relate to this teacher's personality; find him/her easy to discuss issues with?
- Do I find the size of this school overwhelming? Compatible with my interests?
- How much time will this teacher have to meet with me?
- Will I have adequate contact with other teachers and resource people?
- Will this teacher easily be able to allow me to take over the class as I become ready to assume more responsibilities?
- Will this teacher be having other interns or aides in the classroom?

## **Internship Contract**

Once you have negotiated the specific work you will do relevant to the program competencies, and have identified and negotiated with an appropriate cooperating teacher, you must formally submit your internship contract to the internship coordinator for the education department and registrar files.

Internship contracts should be negotiated and signed by the third week of the semester in which the internship is scheduled to begin.

Any subsequent alterations of the contract must be submitted to the internship coordinator in writing. The coordinator may request a new contract when necessary.

You are expected to register for the internship during the registration period.

### **Your internship contract must include the following information:**

1. Your name, address and phone number.
2. School name, address and telephone number of Internship site.
3. Length of internship: From \_\_\_\_\_ to \_\_\_\_\_ .
4. Weekly schedule days/week and hours/day (full school days)
5. A brief outline of at least five goals you hope to achieve in the Internship experience and the specific activities you plan to engage in as part of your internship experience.
6. The name of the cooperating teacher and a brief description of how you will be supported and advised during your internship. Be specific. Include the number, length and exact times of regularly scheduled meetings you plan to engage in with your cooperating teacher. If more than one teacher is going to be used, a description of the role each will play must be clearly spelled out.
7. A description of the documentation you plan to submit to verify your internship experience. For most students, documentation will include the following: (1) internship journal, (2) self-evaluation, (3) cooperating teacher's evaluation report, (4) participation in weekly professional seminar.

Any additional documentation that you plan to submit should be stated in your contract. The documentation will be submitted to your Antioch Internship Supervisor at the end of each semester of internship accompanied, by an internship verification sheet.

8. You are responsible for obtaining the necessary signatures on your contract. Once your contract has been negotiated and has been agreed upon by all parties involved, it should be presented in final form and signed by the following: (1) you, (2) the cooperating teacher, (3) the Antioch internship supervisor, (4) the Antioch internship coordinator.

## Waldorf Elementary Internship Competencies

The objective of the internship is to prepare students to develop competencies in the following areas:

- Through an experience of the daily, weekly, monthly and seasonal rhythms in a Waldorf School, interns will learn to design, implement and evaluate their lessons within the structure of both the Waldorf main lesson time frame and the single periods. Along with the main lesson topic, students will learn to work with singing, recorder playing, the blackboard artistic work and the spatial and rhythmic exercises so as to increasingly gain knowledge and confidence to create lessons that strengthen the physical and soul/spiritual nature of the children. Students will give evidence of such awareness in their curriculum planning by presenting main lessons in a two-day, three-part organization, and will include the artistic requirements appropriate to the age level of the children.
- Interns will practice Waldorf techniques, learning how to engage the children by balancing the elements of willing, feeling and thinking in all lessons and working artistically with curriculum and materials to bring this about. They will also develop a sensitivity for the care of the physical environment for learning in a Waldorf classroom and how to create an aesthetic atmosphere to meet the children's needs.
- Interns will demonstrate a familiarity with the variety of approaches to the teaching of reading used in a Waldorf school, especially including the use of the spoken word, and the introduction to reading through writing.
- Interns will design activities that elicit the quantitative, qualitative and logical involvement of older elementary children. They will plan a mathematics component appropriate to a specific age level and give evidence of understanding of the mathematical concepts taught in the elementary school, as well as the threefold method of teaching mathematics.
- Interns will develop criteria for evaluating a child's individual development, considering such factors as physical maturity, ability to respond to the lesson and use materials, language facility, emotional expression and social interaction. They will also reflect on any apparent problems and develop methods of remediation in consultation with the cooperating teacher.
- Interns will learn to clarify the children's expected behavior in a variety of settings (large group, indoors, outdoors, nap, meals, etc.), be able to elicit the expected behavior, and demonstrate the ability to manage a group of children alone.
- Through the practice of observation, as well as conversation with the children, interns will explore the child's view of the world, and gain a deeper understanding of the nature of the child at various age levels.

### **The following basic experiences should be incorporated into the internship plan:**

- Interns in elementary grades are expected to include observations and participation in the Waldorf kindergarten to deepen their understanding of the nature of the young child.
- You are expected as an elementary teacher in training to fulfill a regular class room day as defined by the school where you are interning, including all activities expected of a teacher, such as cleaning the classroom, recess and lunch duties, or early morning supervision. You should expect to come early in the morning to fulfill preparation duties with your cooperating teacher as requested. You are expected to dress professionally, following the model set by the faculty of the school.

## Waldorf Early Childhood Internship Competencies

The objective of the internship is to prepare students to develop competencies in the following areas:

- Through an experience of the daily, weekly, monthly and festival rhythms in a Waldorf nursery-kindergarten, as well as the care and development of the physical environment both indoors and outside, interns will learn to design, implement and evaluate their work within the structure of those rhythms as developed within the kindergarten schedule. Because the focus is upon the growth and education of the will and the senses through imitation, it is a priority that the intern study, observe, document and develop competencies to support this growth. Working with the capacities of imitation and gesture, the intern must demonstrate the ability to conduct his/her own behavior in such a manner that it becomes the substance for the child's learning. The intern must become familiar with the various forms in which imitation is expressed in activities such as creative play circle time, snack, story and outdoor play and work. Through understanding the consciousness of the kindergarten age child, the intern will learn to guide the children into imitation while offering domestic and artistic activities, and will demonstrate the ability to develop transitions that lead the children with the appropriate mood into those different activities.
- Interns will demonstrate the ability to form and carry out a thematic circle activity with appropriate use of expansion and contraction -- using song, verse, gesture and movement, including music in the mood of the fifth, pentatonic songs, finger games and full-body movement, along with traditional singing games. Interns will demonstrate an understanding of the philosophical background for morning snack, including responsibility for preparation and serving. Interns will present several nature and anecdotal stories, as well as traditional fairy tales, and will reveal competency in using the techniques of oral telling, with movement through gesture and puppetry, or dramatization as appropriate. Interns will familiarize themselves with the criteria for appropriate selection of story material.
- Interns will develop criteria for evaluating a child's physical development and social and emotional maturity as revealed through cognitive expression. This will include physical maturity, language maturation, small and large motor development, and logical sequencing and patterning, with the goal of understanding first grade readiness. Also to be documented should be the observation of progressive levels of thinking in abstraction in preparation for academic learning and the child's response to adult guidance.
- Interns will learn to clarify the children's expected behavior in a variety of settings (large and small groups, indoors, outdoors, nap, meals, etc.), be able to elicit the expected behavior, and demonstrate the ability to manage a group of children alone.

## Waldorf Elementary Internship

### Time Line Expectations for the Intern and the Cooperating Teacher:

The organization of the internship should be stated in the contract, giving a time line of expected intern participation and responsibilities. This is a generalized outline for active participation and is dependent on the intern's previous teaching experience.

- Week 1:** Orientation: Observe the class all day for a maximum of 5 days, learning the names of the children, the daily routines & schedule of the class, including all special subjects & extra curricular activities. This time is set aside for you to become acquainted with all the routines so that in the following week you can begin to actively participate as deemed appropriate by your cooperating teacher. Set a firm time for a weekly meeting with your cooperating teacher, & clarify your personal goals for your main lesson teaching. Plan with your cooperating teacher as to the blocks in which you will participate to teach various aspects, with the aim that you will **gradually** gain increased experience with all aspects of the main lesson work. Early planning will give you time for careful preparation. The goal is to work up to the point where you take over the class for 5 consecutive days, & perhaps for an entire block towards the end of your internship. Your ANE supervisor visit you during those final high-point days. You should request to attend faculty meetings, parent evenings & extra activities in the school in order to gain as much knowledge about & experience in teaching in a Waldorf school as possible.
- Week 2:** Begin to take part in circle work (or in all early morning activities if it is an older grade), learning the poems, songs, rhythmic exercises and discipline expectations of your cooperating teacher. Participate in the lessons such as painting, form drawing and extra main lessons taught by your cooperating teacher, with the expectation that you can take over parts of them as well as learn how to organize and implement these special classes. Be available for classroom preparation, recess, lunch duty, and after school cleaning. In general, take an actively supporting role that gradually leads into teaching.
- Week 3:** You should plan to visit other grades in the school after main lesson, with the possibility that by being in that class, you could strengthen a special subject you already possess (math or English skills, a foreign language, or handwork) or attain a grasp of a subject where you do not feel as competent. The aim here is to get you acquainted with different age levels and to increase your own skill level in different subjects with as many age levels as seems appropriate. You are aiming at forming your weekly schedule for the duration of your stay at the school. Ask your cooperating teacher or your ANE supervisor to assist you in the process. Both your contract and your daily schedule must be finalized by the end of this third week and handed in to your ANE supervisor.
- Weeks 4 - 12:** With your daily schedule completed, you begin to actively work in the classroom under the guidance of your cooperating teacher, gradually taking more and more responsibility for the teaching, planning and implementing of the curriculum, including presentation, recall, and the written and artistic work that grows out of the subject you are covering, culminating in your final five-day immersion in the teaching of that class - a minimum stint of solo teaching. In some cases, you may benefit from teaching an entire three week block, depending on your cooperating teacher and the extent of advance planning and preparation possible.
- Weeks 13 - 15:** Ask to observe main lessons throughout out the school, now that you have practiced and experienced the highs and lows of teaching in a Waldorf school. Continue with your regular schedule during the rest of the day. Perhaps you have been tutoring, or working with a third grade reading group. Continue with established routines to the end of the internship, but ask to visit main lessons in other classes, to gain an overview of kindergarten and the eight grades.

# Waldorf Early Childhood Internship

## Time-Line Expectations for the Intern and the Cooperating Teacher

The organization of the internship should be stated in the contract, giving a time line of expected intern participation and responsibilities. This is a generalized outline for active participation and is dependent on the intern's previous teaching experience.

**Week 1:** Orientation: Observe the class all morning for a maximum of 5 days, learning the names of the children, & the order of specific daily changes of artistic activities, how transitions are conducted, and how discipline is achieved. Bring some handwork of your own to occupy yourself as you observe. Remember, what you do is imitated by the children. Ask your cooperating teacher how to deal with the children's questions. This time is set aside for you to become acquainted with all the routines, so that in the following week you can begin to actively participate as deemed appropriate by your cooperating teacher. Set a firm time for an hourly meeting once a week with your cooperating teacher. Clarify your personal goals for your kindergarten work, and ask for her/his expectations of your growing gradually into participation in all aspects of the routines. Early planning will give you time for careful participation. The goal is to work up to the point where you take over the planning and execution of the kindergarten morning (as if you were the teacher) for an entire week a min. of 2 times during your stay, and more if appropriate. Your ANE supervisor will visit you during some of those high-point days. Please request, and put into your schedule, attendance at weekly faculty meetings, early childhood department meetings, parent evenings, open houses, parent study groups, admissions interviews and any outreach activities that concern administration and introduction to Waldorf Education.

**Weeks 2 & 3:** Begin to take part in circle work, cleanup, and other activities as you are asked and guided to do by your cooperating teacher. The idea is to let children begin to know you as a participant and teacher in the room. Your contract should be completed by the end of the third week and handed into your ANE supervisor. See contract guidelines.

**Weeks 4 - 12:** With your contract completed, you will gain skills under the guidance of your cooperating teacher. The aim here is to gradually take on increasing responsibility for the work with the children. Try to begin with your areas of strength and then move on into areas where you feel less sure. Ask your cooperating teacher for guidance and submit for her/his approval what you are planning before you attempt it with the children. The point is for you to begin to get a feel for preparing and carrying out your activities while observing the children's reaction to what you bring them. All this should be noted in your daily journal writing. As you grow more confident, take on all of the following at least one time, & some others at least twice: Prepare & bring a craft activity to be done with a small group during free play, or for the whole group to do together. Prepare a fingerplay or a song as a contribution to the circle work. Lead a rhythmical activity during free play time, e.g.,: crayoning, baking, painting. Begin telling stories, beginning with an anecdotal, then a nature, a cumulative and a fairy tale, Form a stand-up puppet play as part of your storytelling or a related craft activity. Form a complete thematic circle and work gradually towards completing it for one of your week-long responsibility times. Form an outdoor work project for yourself and a small group.

**Weeks 13 - 15:** Ask to observe main lessons throughout out the school, now that you have practiced and experienced the highs and lows of teaching in a Waldorf school. Continue with your regular schedule during the rest of the day.

After you have completed a generous amount of time in your kindergarten, if there is more than one kindergarten in your school, ask to spend some time observing in those rooms before your internship ends.

## **Cooperating Teacher's Responsibilities**

The cooperating teacher is a full-time teacher. S/he will work with the intern on many levels, leading her or him to gradually assume more responsibility for classroom activity as the internship progresses. The cooperating teachers should make his/her teaching style clear to the intern and explain the levels of responsibility the intern is expected to assume in any given classroom situation. The cooperating teacher will meet with the intern for a regularly scheduled hour each week for a review of the intern's progress and to plan for the following days.

### **The cooperating teacher also has the following responsibilities:**

1. Communicate school policies to the intern.
2. Notify the intern of faculty and parent meetings.
3. Communicate with the intern's Antioch internship supervisor at the beginning of internship and as necessary if problems arise.
4. Please feel free to discuss with the intern insofar as they are relevant to what he or she will teach your particular children in this situation: curriculum and materials, main lesson and extra main lesson format, morning exercises, festival planning and integrating this into the curriculum, main lesson books, expectations for children's work and methods of evaluating it, reading, mathematics, history, geography and science, how to weave artistic and cognitive work, conducting modeling, painting, music within the main lesson, record keeping, child studies and evaluations, aesthetics of the classroom, including blackboard art work and displays, setting up classroom for different activities, realistic behavioral expectations for the children, the physical, emotional and spiritual growth of the children, as well as their special needs.
5. Clarify with the intern that she/he should arrive at least half an hour before the children and work with you to set up for the day, and to tidy the classroom after school.
6. During the final three weeks, assist the intern in planning, organizing materials and preparing a presentation for main lesson on the minimum of five consecutive days for which the intern is responsible.
7. Complete an evaluation of the intern's work at the end of the internship.

### **Compensation:**

For each semester of supervision, the cooperating teacher is entitled to attend one course at Antioch University New England during the semester in which they have their intern, or in one of the following two semesters. (There is a \$100 registration fee.) Any questions should be addressed to the Registrar's Office at Antioch New England.

### **Support Group Meetings:**

Cooperating teachers are invited to attend professional seminars, which will be scheduled to meet each week either at Antioch University New England in Keene or in another convenient location. At these meetings, interns, support people, and supervising teachers can share their classroom experiences and problems.

### **Waldorf School Chairperson:**

Faculty chairs or a designate are responsible for the initial contact with the teachers in their school regarding the placement of an intern. The Antioch internship coordinator may consult with the faculty chairperson about the availability of intern placements.

The faculty chairperson, or designee is responsible for the following:

- \* Inform the intern of school or community functions he/she might attend.
- \* Be available for appointments with interns &/or cooperating teachers about the internship.
- \* Clarify school policies for the intern and specify exceptions when necessary.

## **Antioch Internship Supervisor**

Two to three times during your internship, you will be visited by an Antioch faculty member (or designee) who will act as your Antioch internship supervisor. The exact dates and times of each site visit will be planned with you. The objectives of these visits are to:

- assess the progress of your experience
- assess outside support for you
- give your cooperating teacher direct contact with an Antioch faculty member

Your supervisor serves as a consultant or guide to you during your internship. You will have an opportunity to meet privately with your supervisor immediately following or shortly after each visit. A report of each visit, with recommendations concerning your learning and work, is maintained in your student file. Information from these reports is used in writing the final evaluation of your internship experience.

### **These are your responsibilities with regard to supervisor visits:**

- to inform your cooperating teacher & school faculty chairperson of the dates and times of your supervisor's planned visits.
- to plan a time during each visit when you, your cooperating teacher, and your supervisor can meet together.

### **Role of Internship Supervisor:**

#### **Internship supervisors are responsible for the following:**

1. Communicate with the cooperating teachers to arrange the internship;
2. Be available for appointments with interns and/or cooperating teachers during the week;
3. Visit classroom of intern two to three times during the semester and meet with the intern immediately after each visit to discuss observations;
4. Read journal reflections and observations of interns and return same with comments or discussion;
5. Meet with intern to discuss strengths and needs, and to plan subsequent internship.

## Intern's Responsibilities

In broad terms, you will assume more responsibility in later internships than in earlier ones. The following is a listing of your basic responsibilities:

1. Arrive one half hour before children and work with the teacher to set up for the day.
2. Year-Round Program: Spend the equivalent of at least three full days a week in the classroom if this is a first internship, and four-five full days a week in the classroom if it is your second internship.  
  
Summer Sequence Program: Spend four-five full days a week in the classroom.
3. Assume the same extra classroom duties as regular teachers, according to schedule (such as playground and lunch supervision, after school cleaning).
4. Attend school faculty meetings and meetings between teachers and parents whenever possible.
5. Participate in planning and record keeping with your cooperating teacher after school for at least one hour once a week.
6. Keep a journal during the course of each internship that will be available to your Antioch internship supervisor on a regular basis. Topics of observation will be suggested individually and in course meetings.
7. Attend professional seminar meetings each week (see the section below devoted to Professional Seminar (Year-Round only)).
8. Prepare an evaluation form on your internship at the end of each semester based on the competency objectives of the program.

### **Professional Seminar:**

Each semester you are in an internship, you will be required to participate in a weekly internship support group seminar with an Antioch faculty member. Attendance is assumed -- unless this requirement is waived because you live too far away from Keene. Typically, groups use a variety of educational methods, such as case presentations, theme-centered discussions, and role playing to explore professional, theoretical, and ethical issues related to Internship experiences. The attempt is made to establish a peer support system around issues related to each student's professional growth. These seminars should be used to keep the faculty member leading them (who may or may not be your Supervisor) current on problems and issues arising during your internship.

## **Documentation of Learning**

### **Internship Journal:**

During your internship you are required to maintain a journal of all activities relevant to the goals you have defined in your Internship contract. Your journal should be a record of your reflections and include future plans regarding specific curricular and management activities. Reflect on what you do and how you would do it differently in the future, given a similar situation. In addition to being a tool for self-reflection, journal-keeping can facilitate communication with your supervisor.

Your Antioch supervisor will read your journal monthly, and it should be available for reading at the time of each supervisory visit. This document is considered confidential and entries are meant to be shared only with your supervisor, not with your cooperating teacher. At the end of the semester of internship, you are to submit your entire internship journal to the supervisor. Please use three-hole loose leaf paper, not a bound book, for the journal.

### **Cooperating Teacher's Evaluation Report:**

Your cooperating teacher will be asked to write a final report/evaluation of your work and progress during the Internship experience.

Evaluation report guidelines are covered in the competencies section of this handbook. Cooperating teachers will be asked to evaluate your performance relative to these previously articulated "competencies" and to the goals as established in your internship contract.

You are responsible for meeting with your cooperating teacher in order to review and discuss the Evaluation. Both you and your cooperating teacher will need to sign the evaluation report after it has been reviewed and discussed. At the end of the semester of internship, you are to submit the cooperating teacher's evaluation report to the Supervisor with your self-evaluation and complete journal.

### **Intern's Self-Evaluation:**

At the end of each semester of Internship, you are required to evaluate your own performance relative to the previously articulated "competencies" and to the goals as established in your internship contract. You should address and discuss each goal adequately. At the end of the semester of internship, you are to submit your self-evaluation is submitted to your supervisor.

### **Antioch Internship Supervisor's Final Evaluation/Verification Sheet:**

You will be evaluated by your Antioch supervisor at the end of each semester of internship. You will need to provide your supervisor with a verification sheet for the purpose of evaluation. The completed final evaluation/verification sheet will become a permanent part of your file at Antioch.

Your performance will be evaluated relative to the previously articulated "competencies" and to the goals as established in your internship contract. You will also be evaluated in terms of the professional growth you have shown as a teacher. Evidence of continuous application of new learning derived from course work will be assessed. Your Supervisor will utilize the following sources of information in writing your Final Evaluation/Verification sheet: (1) your internship journal, (2) your self-evaluation, (3) cooperating teacher's evaluation report, (4) supervisor's site visit reports.

### **Final Documentation Procedures:**

Within three weeks of the end of your Internship, you are required to gather together all the elements of the documentation process and submit them to your Antioch supervisor. They are the following:

1. Your journal
2. Your self evaluation
3. Your cooperating teacher's evaluation written on school stationery and signed and dated by you and your cooperating teacher.
4. An official Antioch verification sheet with the top section completed by you. The same procedures apply for an off-sight Antioch supervisor. This person reads all these materials and writes the final evaluation on the Verification sheet. This person submits original copies of contract, self-evaluation, Cooperating teacher's evaluation, his or her verification sheet and the journal to the Waldorf Education Department Internship Coordinator. The Education Department Coordinator returns the journal to you and submits the other documents to the Registrar's office.

It is essential that each person follow through on their responsibilities at each step to assure proper documentation of the internship experience. See the Antioch Student Handbook for extension procedures.



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