Student Portfolio Requirements

*Management and Community Practice Internship*

Because of wide variability in the kinds of placements and task assignment in the Management and Community Practice concentration, the nature of documentation in student portfolios will vary. The general principle that should guide the student in assembling and organizing materials for his or her portfolio is that of *documentation of work and learnings.*

 The portfolio has several purposes:

 • To help students stay focused on their learning contracts and the course objectives.

 • To help field instructors monitor performance and learning.

 • To help faculty liaisons review student progress at the midpoints and ends of semesters.

 • To help the School assess the effectiveness of the internship program.

The “Units and Contents” section of the course outline sets out the areas in which documentation should be collected or prepared.

 Each student is to keep a daily log of activities during the internship. Students will also keep a narrative journal. Process recordings will enable the student to examine in detail his or her professional behavior and interventions in meetings, work groups, and interviews and will serve as a tool for analysis of dynamics and meaning in those meetings and groups. Particular task assignments in the internship may entail the production of documents—agendas, minutes, reports, budgets, proposals, correspondence, briefing papers, policy analyses, and training materials, for example. Copies of such documents should be included in the portfolio.

 A completed student portfolio is a course requirement for each semester of the internship. The student may keep the first semester portfolio for reference during the second semester, and shall turn in both semesters’ portfolios to the faculty liaison at the end of the second semester.

*Contents and Organization*

Portfolios should be organized in the following sections, separated by tabbed dividers:

• Completed learning contract.

• Calendar log of activities.

• Journal.

• Process recordings.

• Work products of major tasks or projects. (This may be multiple sections.)

• Completed student self-assessment of internship learnings.

• Completed evaluation of student by field instructor.

Using the course outline and learning contract as guides, we expect to see the following in a student portfolio:

*First Semester*

1. Evidence of examination of agency’s planning documents and processes, such as log and journal entries, notes, and copies of key documents.

2. Evidence of examination of agency auspices and structure, such as log and journal entries, notes, and copies of key documents.

3. Evidence of experience with work groups, such as process recordings, written reports or minutes, meeting notes, and log and journal entries.

4. Evidence of exploration of the agency’s external environmental context, such as log and journal entries, meeting notes, copies of key documents, notes of interviews with key informants.

5. Evidence of understanding the agency’s policy context, such as log and journal entries, notes on the examination of relevant documents, meeting notes, records of presentations made to others outside the agency.

6. Evidence of task and/or project planning and organization, such as process recordings of meetings, written plans and reports, log and journal entries.

7. Evidence of exploration of the fiscal affairs and fiduciary responsibilities of the agency, such as meeting notes, log and journal entries, budgets prepared by the student.

8. Evidence of professional self-development, such as log and journal entries, self-evaluation, revisions of the learning contract, and advance work on preparation of the second-semester learning contract.

*Second Semester*

1. Evidence of the development of boundary-spanning skills, such as log and journal entries, finished proposals, reports or process recording of meetings, and briefing papers.

2. Evidence of the development of human relations skills, such as log and journal entries, process recordings of meetings, evaluations of student-led training, and notes on a completed problem-solving process.

3. Evidence of the development of coordinating skills, such as log and journal entries, student-prepared planning documents, task products, and written reports and briefings.

4. Evidence of the development of directing skills, such as log and journal entries, process recordings of key meetings, task products, and written reports and briefings.

5. Evidence of professional self-development, such as notes on supervisory conference, other log entries, additional training opportunities taken advantage of, regular monitoring and revision, as required, of the learning contract.