



HEBREW COLLEGE
ORDINATION PROGRAMS INTERNSHIPS

HANDBOOK
FOR STUDENTS & MENTORS
(Revised 2024)

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WELCOME LETTER

Dear Students and Mentors,

Welcome to the Ordination Programs Internship at Hebrew College Graduate School.

In this handbook, you will find information that will help guide you through the Internship. This handbook provides general information to both the student and the mentor so that everyone involved in the academic year-long experience is informed on expectations. Additional information will be provided during the year, including reminders. Students will also be provided detailed assignment information on the Hebrew College online learning platform, *Schoology*.

Internship is an integral part of the Ordination Programs at Hebrew College. The Internship provides students with the opportunity to apply theory to practice, acquire advanced skills, explore new areas, and reflect on their practice. The pedagogy, professional concepts, Jewish Texts, and Judaic studies learned in the Hebrew College classroom are put into action at the field site. Opportunities for professional reflection allow students to think about their actions and consider alternatives and implications for future action.

The partnership that Hebrew College forges with professionals in the Jewish community is an essential and indispensable element of our educational program. Each mentor shares an important role in this joint venture – the preparation of the next generation of professional Jewish clergy. Thank you for your time, care, and collaboration in this partnership.

The Ordination Programs at Hebrew College prepare students for an extensive array of roles within the field of the rabbinic or cantorial professions, guided by the premise that clergy must also be well versed in Jewish texts, traditions and values. Whether a student focuses on growing as an educator, ritual officiant, pastoral counsellor, halachaic guide, youth advisor, community organizer or student guide, students graduate from Hebrew College with a strong set of leadership skills, as well as proficiency in Jewish knowledge and Hebrew language grounded in theory and applied to practice in the field.

The Internship you are about to embark on is a vital learning opportunity enriched by a three-way relationship between the student, the mentor, and the Internship Director. The student benefits from the guidance and support of their mentor. Equally the mentor benefits from sharing their expertise and experience offering reflective practice for all involved. During this phase of student learning, Hebrew College students are expected to advance in the goals they establish in their learning contracts. The feedback, support, and guidance the students receive from their mentors during this time is the keystone of the experience.

I urge you, both students and mentors, to contact me at any time with questions or concerns. It is my goal to address any issues that arise in the Internship as early as possible, in order to maximize the learning and growth potential of the experience. Please email me at [**mshire@hebrewcollege.edu**](mailto:mshire@hebrewcollege.edu)

On behalf of the faculty and administration at Hebrew College, I hope this collaborative and dynamic experience will offer exciting opportunities for professional growth and development for all involved. We appreciate the efforts of everyone involved in making this a substantive and meaningful learning experience.

Rabbi Dr. Michael Shire
Internship Director

INTERNSHIP TIMELINE

IMPORTANT DATES

DEC 2023	Internship Director meeting with Shana Gimmel and Dalet to review Internship process and for students to prepare CVs and initial learning goals
JAN 2024	Students submit resumes and personal learning goals
FEB 19th 2024	Placement organizations have all completed intake form with job descriptions posted
MARCH 1st 2024	Students have indicated their internship choices and Hebrew College sends batch of student resumes to placement organizations
MARCH 29th 2024	All Interviews completed between placement organizations and students. Placement organizations and students separately indicate preferences for matching in rank order
APRIL 2024	Hebrew College matches placement organization preferences with chosen student preferences
APRIL 12th 2024	Notification of matched students and signing of placement agreements
APRIL/MAY 2024	Mentors and Internship students work on student learning contract. Review with Internship Director
SEPT 2024	Internship commences. (High Holydays from October 3 rd)
DEC 2024	Reflection Exercise Due (completed by student)
JAN 2025	Mid-year Reflection on Practice Report (completed by Mentor in association with student)
MAY 2025	Final Evaluation Due (completed by Mentor)
MAY 2025	Final Reflection Due (completed by Student) <i>Reflection, Evaluation and Analysis of Internship Learning Goals</i>

INTERNSHIP GUIDELINES

1. Nature of an Internship

- a. The Hebrew College Internship helps to provide rabbinic and cantorial students to congregations and organizations at an agreed rate. The students in turn gain valuable experience at their placements for their growth and development.
- b. Each intern creates learning goals for the year in partnership with their supervisor.
- c. In addition to serving pre-identified organizational needs, internships should provide opportunities for students to follow their interests, take appropriate risks and experiment.
- d. Internship time requirements are based on approximate and average hours/week. It is understood that some weeks an intern will work more hours, and some fewer hours. This is especially true in Hillel work, to account for college breaks and an early summer recess, when interns may not have responsibilities. Please communicate directly with the intern if you know there are particularly busy weeks ahead.
- e. Interns are also full-time students. We ask that placements be understanding and flexible if a student needs to shift some internship hours to another week, especially around midterms and finals.
- f. We recommend you do *not* ask your intern to report how they spend their time hour by hour. Rather, ask your intern to keep track of their own total number of hours. Then, if you have concerns about an intern's time management or commitment to the job, please speak first to the intern if possible, and then to the Internship Director if necessary.
- g. Students are required to attend the Hebrew College Shabbaton in the fall (date TBD). If you would like your intern with you for that weekend or during any other required special programming of the College, please appeal to the Internship Director and not to the student.

2. Payment

- a. Interns are paid at a minimum \$1,250 per weekly hour for the academic year, between 9 and 9.5 months with start and end dates flexible depending on the needs of the internship placement. For instance, a five hour/week internship is paid a \$6,250.00 stipend, a 10 hour/week internship is paid \$12,500.00 and so on.
- b. The exact start and end dates are flexible depending on the needs from placement to placement. Many run Sept 1-May 15th/June 1st.
- c. High Holidays and summer work are compensated *in addition* to this stipend, at market rate.
 - i. If you know that high holidays should be part of the internship, make that clear in the job description, and the salary for the job should reflect the regular intern salary PLUS the payment for high holidays.
 - ii. If you find you are interested in having the intern for high holidays after they are hired as an intern, this may be negotiated separately with them.
- d. For internships that are weekend and holiday pulpits, the payment is calculated by the number of visits per month, as well as whether or not there are overnight stays involved. Amount per visit varies depending on the congregation and responsibilities.
- e. It is the placement's responsibility to secure funding and budget for an internship.

3. Travel Reimbursement

- a. There is no travel reimbursement for internships east of I495, the colloquial boundary of Greater Boston.
- b. For internships that require travel outside Greater Boston, the placement is responsible for covering the cost of travel by bus, plane, or train.
- c. For internships where a student is driving their own car regularly outside of I495, students should be reimbursed at the federal mileage reimbursement rate for the miles outside of the I495 belt.

4. Supervision

- a. Students are expected to meet regularly with a mentor/supervisor, ideally a rabbi or cantor. The supervisor is asked to serve as a mentor for the student's growth, including helping them craft specific learning goals for the year.
- b. Supervision meetings can be weekly, biweekly, or monthly depending on the hours of the internship.
- c. The supervision meetings should include both check-ins about the details of the intern's projects and personal check-ins about the intern's growth, learning goals, and concerns.
- d. If the placement does not have an appropriate supervisor, Hebrew College will provide one.

5. Duration of Internship

- a. It is assumed that internships last for one academic year (roughly Sept-June).
- b. If both the placement and student would like to renew for another year, that is certainly welcome. In some cases, the placement may want to rehire the intern for another year, but the intern would prefer a new experience to diversify their resume and build other skills. While this can be disappointing, we ask that placements graciously send students off to continue their learning elsewhere.
- c. In the rare case where either the intern or the placement needs to terminate the internship midyear, the decision and reasons should be clearly communicated in writing to the Internship Director following a discussion with all parties. It is understood that this will only happen in extreme cases.

WHAT IS EXPECTED FROM THE STUDENT?

- Students will work within the policies and procedures of the organization including: being flexible and meeting the work requirements of their organization, respecting the confidentiality of all school and organizational material.
- **Students will meet with their mentor on a regular schedule. Students are expected to be active participants in these meetings and will prepare for and guide each meeting.**
- Students will design learning goals in collaboration with their mentor and submit their signed and dated Learning Contract to the Internship Director.
- Students will complete all required reflection exercises. This includes, and is not limited to, one reflection exercise and a Final Analysis, Reflection and Evaluation Paper (see timeline on page 2).
- **Students are expected to keep a reflective journal on their field experience. Journal entries will be shared with mentors as requested.**
- Students will meet with the Internship Director, including before the start of the Internship and additional dates during the academic year as needed.

Ordination Program Internship Requirements

- Ordination Program students are required to take two years (2 credits) of Internships.
- Rabbinic students earning a MJEd are required, in addition, to take one year (1 credit) of supervised field experience though this can be combined with the Rabbinic Internship.
- Ordination Program students simultaneously participating in their education field placements are required to work with a separate, Jewish education mentor/supervisor for their MJEd field experience (unless otherwise approved by the Director of Field Experiences)

WHAT IS EXPECTED FROM THE INTERNSHIP MENTOR?

The support and guidance of the on-site mentor is the most critical and valued feature of the Internship for growth and development. The mentor's expertise, experience, guidance, and support facilitate the student's learning and enable the student to achieve the goals and objectives of the internship.

- The mentor will establish a positive working relationship with the student.
- The mentor will orient the student as a working professional to the organization, pertinent staff, and procedures.
- The mentor will set clear performance expectations for the student.
- The mentor will collaborate with the student on creating a Learning Contract to be submitted (by the student).
- The mentor will meet with the student on a regular basis to provide coaching, mentorship and guidance.
- The mentor will allow student the opportunity to observe and participate in meetings that are relevant to the student's understanding of policy or planning; if appropriate and time permits, to observe others so that the field experience can be seen in the larger context of the entire institution.
- The mentor will submit a mid-year feedback Reflection on Practice by January in conjunction with the student.
- The mentor will complete formal observations of the student engaging in one or more activities.
- The mentor will submit an end of year final evaluation by May.

Roles of the Mentor

While providing suitable Internship assignments is important for a summative successful learning experience, the on-site formative support and guidance provided by the mentor is the most critical and valued feature of the Internship. The mentor's roles are many and vary according to the needs of individual students and situations. While acting as a teacher, coach, guide, role model and/or colleague, the mentor shares responsibility for challenging the student to acquire skills, self-confidence and the ability to think analytically about professional practice.

Focus of Mentoring

Mentoring incorporates examining both task and process-related issues with students. While it is often easier for students to focus on tasks (what must get done and how), it is important to help them address those larger and more subtle issues which influence and direct their work. Focusing on the following questions that all professionals face will help students gain clarity and will stimulate important learning.

- How do students deal with new situations?
- What evokes anxiety and how is it handled?
- How do their efforts and behaviors affect colleagues, students, and lay people?
- What are the student's assets and areas which suggest the need for continued growth?

Experienced mentors point out that the proportion of task and process mentoring shifts over the course of the year. At the start of the year, as students define their assignments, they need to focus on discrete tasks. It is during this time that mentors build the trusting relationships that allow for the gradual exploration of more difficult questions and dilemmas, which we refer to as process issues. Efficient ways to handle task-related instruction should be developed so that mentoring time can be spent on professional growth and reflection. By mid-semester the mentor and student should be critically examining both process and task issues. Task and process concerns are invariably linked, however, and the skilled mentor moves between the domains, as needed.

The Primary Mentor

In many settings the students work with several professionals. In such cases, one primary mentor should assume overall responsibility for the Internship. It is this mentor with whom the student meets weekly and to whom the student turns when major questions arise.

The other involved staff members generally deal with discrete projects and tasks. As the year progresses, the primary mentor needs to keep in touch with the other involved colleagues to get information about the student's overall progress.

Working as a Team

When students experience Hebrew College and the field as partners in their learning, the perceived gap between professional practice and academic theory will be reduced. They learn that improved professional competency is a lifelong goal and that it is guided by learning, doing, and especially by self-reflecting.

We look forward to this partnership with you, our colleagues in the field, and hope that you will call on us to share fully in your work with our students. Thank you for mentoring a student from the Ordination programs at Hebrew College.

WHAT IS EXPECTED FROM THE INTERNSHIP DIRECTOR AT HEBREW COLLEGE?

The Internship Director serves as a link between the college, the student, the faculty advisor and the Internship mentor. Mentors are encouraged to contact the Internship Director when there is any question or concern in relation to the student and his/her/their work.

- The Director will send a formal email confirming the Internship to both the student and the mentor.
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- The Director holds copies of all learning contracts, Letters of Agreement, Student Reflections and Mentor evaluations.
- The Director will maintain contact with the mentor and the student throughout the academic year.
- The Director will send out reminders and instructions to mentors for completing the Mid-Year and Final Evaluations.
- The Director will post assignments and expectations to students through the Hebrew College Schoology site.
- The Director will be available for students and mentors to discuss questions and concerns. In the event problems arise during the field experience, the Director will work with all involved to work toward an articulation and resolution of the issues at hand, if necessary. The process of honest reflection of difference, disappointments, and the need for change is an opportunity for professional growth. This is a goal shared by the students and by the faculty and administration of Hebrew College.
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- Conflict Resolution: the Director is available to both student and mentor separately and together to resolve any conflict situations. It is advisable that at first the mentor or student have a direct and open conversation with each other about issues of concern. The student should advise the Internship Director that this has occurred. In most cases, this will be sufficient to provide clear expressed needs on either side of the conflict. In cases where this is not resolved by direct conversation, the Internship Director will call a three-way meeting and facilitate a candid and structured conversation. It is important that the Internship Director be informed right away as delaying action on unresolved conflict often results in exacerbation of the issue and unnecessarily complicates the issue which is difficult to untangle. The Three-way meeting might result in a new learning contract, a renewal of the relationship with different expectations, setting another review in a set time or indeed a path to ending the internship in a mutually agreed manner and an invitation to reflect on what was and was not successful.

INTERNSHIP LEARNING CONTRACT
HEBREW COLLEGE GRADUATE SCHOOL
ORDINATION PROGRAMS
(1 OF 3)

TO BE COMPLETED BY STUDENT IN CONSULTATION WITH MENTOR

THE LEARNING CONTRACT IS THE WRITTEN AGREEMENT BETWEEN THE STUDENT, THE MENTOR, AND THE INTERNSHIP DIRECTOR AT HEBREW COLLEGE. THE CONTRACT SPECIFIES LEARNING GOALS: WHAT THE STUDENT WANTS TO KNOW OR BE ABLE TO DO AS A RESULT OF THEIR INTERNSHIP.

STUDENTS ARE EXPECTED, IN CONSULTATION WITH THEIR MENTOR, TO DEVELOP PERSONALIZED LEARNING GOALS PRIOR TO THE BEGINNING OF THEIR INTERNSHIP. A NEW LEARNING CONTRACT IS CREATED FOR EACH INTERNSHIP.

THE LEARNING CONTRACT IS USED THROUGHOUT THE INTERNSHIP TO HELP FOCUS STUDENTS AND MENTORS ON THEIR LEARNING OBJECTIVES. AT THE END OF THE INTERNSHIP, STUDENTS ARE EVALUATED ON THE PROGRESS THEY MADE TOWARDS ACHIEVING THEIR LEARNING GOALS.

STEP 1: DEVELOP A TOTAL OF 6-10 LEARNING GOALS IN THE AREAS OF KNOWLEDGE, SKILLS, PERSONAL DEVELOPMENT, AND CAREER DEVELOPMENT. FOR EACH LEARNING GOAL, SPECIFY THE LEARNING ACTIVITIES YOU WILL ENGAGE THAT WILL HELP YOU REACH YOUR OBJECTIVE. IN ADDITION, FOR EACH LEARNING GOAL, SPECIFY HOW YOU WILL ASSESS YOUR PROGRESS . *(YOU SHOULD MEET WITH YOUR MENTOR TO BRAINSTORM LEARNING GOALS, ACTIVITIES, AND ASSESSMENTS BEFOREHAND)*

STEP 2: SUBMIT A DRAFT TO YOUR MENTOR FOR FEEDBACK. MAKE ANY NECESSARY REVISIONS.

STEP 3: ONCE YOUR LEARNING CONTRACT IS AGREED UPON BY YOU AND YOUR MENTOR, SUBMIT THE SIGNED AND DATED DOCUMENT TO THE INTERNSHIP DIRECTOR.

STEP 4: THE INTERNSHIP DIRECTOR WILL REVIEW THE CONTRACT AND MAY OFFER SUGGESTIONS FOR FURTHER REVISIONS.

INTERNSHIP LEARNING CONTRACT

HEBREW COLLEGE GRADUATE SCHOOL ORDINATION PROGRAMS

(2 OF 3)

INSTRUCTIONS

LEARNING GOALS

Provide a total of 6-10 specific and concise statements that define what the student wants to know or be able to do as a result of the Internship in the following four areas (include a minimum of one personal development goal and 1 career development goal):

e.g. vague- To help students have a positive attitude towards change management
specific- To utilize Growth Mindset Language in navigating change

1. **KNOWLEDGE:** describe new information the student wants and needs to learn
2. **SKILL:** describe skills the student wants and needs to learn to do.
3. **PERSONAL DEVELOPMENT:** describe ways in which the student hopes to grow and change as a person
4. **CAREER DEVELOPMENT:** describe how the internship can help the student clarify career plans

LEARNING ACTIVITIES

For each learning goal, describe the kinds of activities and experiences that will help the student achieve their objective

ASSESSMENTS

For each learning goal, describe how the student will measure their progress.

Additional Learning Opportunities: Are there additional experiences the student can engage in during the field experience to enhance their growth and development?

INTERNSHIP LEARNING CONTRACT
HEBREW COLLEGE GRADUATE SCHOOL
ORDINATION PROGRAMS
(3 OF 3)

Name of Student:

Program of Study (including any specialization):

Name of Mentor:

Placement Institution:

Days/Hours of Internship Responsibilities:

Regularly Scheduled Mentor Meeting Day/Time:

LEARNING GOALS – list each learning goal and include a brief statement on the learning activities and assessment that accompany each goal

This Learning Contract must be agreed upon by the Student, the Mentor, and the Internship Director.

Student Signature: _____

Date: _____

Mentor Signature: _____

Date: _____

MID-YEAR INTERNSHIP FEEDBACK

HEBREW COLLEGE GRADUATE SCHOOL ORDINATION PROGRAMS

TO BE COMPLETED BY MENTOR

Mentors: Please use this reflection experience as the opportunity to chart out with the student how the next semester can be used most constructively for both partners – the organization and the student. Feel free to use the following questions and areas for review as a guide for your mid-year reflection.

1. During the first half of the academic year, we worked on:
2. For the second half of the academic year, I would like to work on the following areas with my student:
3. Particular strengths of the student:
4. Areas of growth for the student:
5. Concerns/other comments:

POSSIBLE AREAS FOR REVIEW:

- **Skills:** teaching, davening, pastoral care, program development and implementation, leyning.
- **Self-awareness:** sense of self-confidence; ability to relate well to others (professionals, students, congregants); personally reflective.
- **Uses supervision effectively:** comes prepared; looks to learn beyond the specific task; approaches tasks and learning analytically.
- **Communication skills:** teaching, listening, public speaking.
- **Understands the organization,** its culture and complexity, place in the community.
- **Knows how to find and use resources,** both human and informational.
- **Ability to work with groups:** parents, students, committees, classes, programs.
- **Risk-taking:** curious; open to new ideas; open to hearing and receiving constructive feedback.
- **Gets the job done.**
- **Ability to articulate** learning and professional goals.
- **Spiritual Resource:** guide, draws on Jewish texts, enables and facilitates question and wonder.

Submit by January to Mshire@Hebrewcollege.edu

FINAL INTERNSHIP EVALUATION
HEBREW COLLEGE GRADUATE SCHOOL
ORDINATION PROGRAMS

TO BE COMPLETED BY MENTOR

The actual evaluation format is open to you. We hope that you will use the questions below as a *guide* for areas to cover in your written evaluation. Your honest, insightful and thoughtful review of the student's performance is what is most useful to the student and to us. Please go back to the learning contract that was established in the beginning of the year as you reflect on the following questions:

1. What were the goals and task responsibilities for this semester, for the year? (*You do not need to restate the goals in your evaluation unless they help you to make your points*)
2. Please discuss how the student was able to achieve or not achieve these goals/tasks.
3. What were the problems or issues that got in the way of fulfilling the goals?
4. Discuss the ways the student has grown and changed this year.
5. As the student moves ahead, what areas would you identify as needing further growth, experience and refinement?
6. You are encouraged to share this written evaluation with your intern.