



Externship Program

Supervising Judge Handbook

Inga Laurent

Externship Program Director

laurent@gonzaga.edu

Julie Claar

Program Coordinator

claar@gonzaga.edu

(509)313-5791

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I. PROGRAM GOALS

The Externship Program at Gonzaga has several purposes:

- A. To develop students' abilities to learn from their experiences;
- B. To help students develop a sense of professional responsibility;
- C. To give students greater insight into the workings of the legal system; and
- D. To train students in lawyering skills.

These goals are discussed below, with a particular emphasis on the role of the supervising judge. Whether students fulfill each of these goals depends on the students and on the quality of their relationships with their supervising judge. Thus, the success of our externship program depends in large part on your willingness and ability to serve as the students' supervisor, teacher, and role model.

The extra time you spend supervising and training your externs will enhance student learning. In this way, your workload will be eased through the externs' work product, and you will be participating in the professional development of future lawyers. It is because of your ability to educate our students that we have selected you as a supervising judge.

A. DEVELOPING THE ABILITY TO LEARN FROM EXPERIENCE

Part of preparing to be a practicing attorney is to learn from experience and to improve one's performance through practice. In essence, to train to be an effective learner.

You can help students achieve this goal of learning from experience in two important ways. First, by discussing the students' goals at the beginning of the externship, including how the student intends to accomplish these goals. Second, we ask you to continue talking with the students about their performance and whether they are achieving their goals. It is also important to encourage the students to do a regular self-assessment.

B. DEVELOPING PROFESSIONAL RESPONSIBILITY

Studies show that a student's early lawyering experiences play a primary role in their developing sense of professional responsibility, and an externship is the ideal teaching situation. For this reason, your role as mentor to the student extern is particularly significant. By serving as a role model and talking with the student about professional issues, you can greatly increase the student's awareness of ethical behavior.

Law is a service profession, and students must be aware of their responsibility regarding matters that affect the lives of others. You can model this behavior through your attitude, and by talking with the students about this responsibility and the pressure it may bring to their work. The student will learn the expected standards for meeting deadlines, proofing written work, voicing concern about apparent injustices, communicating in a timely fashion with clients, and being prepared.

Please directly address the relevant requirements of the Rules of Professional Conduct as well as other rules and codes particular to the jurisdiction. Students need to learn that these rules are not merely the subject of an examination; rather, they are important guidelines for practice and relevant in the day-to-day work of a lawyer. To that end, you may discuss attorney conduct in court and approaches to discovery and trial tactics.

Because issues of professional responsibility and ethics play a large part in courtroom matters, attorneys become accustomed to encountering them as part of their daily work. Students, however, have not had experience with these issues and may be hesitant to ask questions. When an ethical problem surfaces in connection with cases in your court, we encourage you to discuss it with the students. You may need to pay attention to areas of court practice that you take for granted, such as confidentiality, issues of justice and fairness, and other topics that the students have not often encountered. It is all part of their learning process as your extern.

C. GIVING STUDENTS INSIGHTS INTO THE LEGAL SYSTEM

There are some general areas of reflection we think our students should be doing in conjunction with their externships. We will be discussing these topics in our weekly seminar classes and in our private meetings. We ask you to keep these topics in mind and discuss them with externs, especially when they are relevant to the student's work.

- Does the legal system promote justice?

One of the focal issues for our discussions is whether the legal system promotes justice. We talk about the quality and inequality of representation the students observe and what this means to the goal of achieving "justice." Do the attitudes of the attorneys they observe convey commitment and dedication? We also look at other participants in the system such as clients, defendants, jurors, judges, and police officers, as well as sociological issues, such as poverty, racism, sexism, drugs, and values, as we evaluate how these factors work to promote or inhibit justice.

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- What is the work of the lawyer?

Another focus of our seminars is the variety of work that lawyers perform. Because our students work in diverse placements they have an opportunity to learn more about a diversity of role. Talk to your externs about your own experiences, what you like and dislike about the work you did as an attorney and a judge, and what you do to cope with the stress of your work. In addition, they should be encouraged to participate in meetings and observe lawyering tasks not necessarily related to their immediate project, but which present further learning opportunities.

Many students are also interested in learning how to balance their personal lives with their demanding careers. As a mentor, you can provide useful insight about the tools you use and the obstacles you face in achieving balance.

- How does the legal system work?

This is a major part of the extern experience. Students need to know about actual procedural workings of the courts, law offices, administrative agencies, arbitrations, etc, and about how to perform in these settings. Please make an effort to expose your externs to as many kinds of proceedings as possible, including allowing them to observe other courtrooms.

D. TRAINING STUDENTS IN LAWYERING SKILLS

Challenge your externs by assigning them tasks that will require them to stretch, to learn, and to grow. It is possible that in some instances the amount and quality of a student's work product will barely compensate for the time you spent training and supervising that student, either because the work is highly complex or because it requires a skill the student has not developed. It is in these times that your role as educator comes to the forefront.

We stress to the students that their tasks must be those of a lawyer rather than a law clerk or paralegal. This requirement comports with ABA standards. The chart below differentiates the job of a law clerk from the experience of an extern. One of the essential differences between an unpaid or paid law clerk and an extern is the award of academic credit for the learning component of an externship.

	<u>Paid Law Clerk</u>	<u>Extern</u>
Purpose:	Produce	Learn
Tasks:	May be broad or narrow	Variety
	Efficiency and speed	Deliberate consideration; Thorough understanding of matter
	Assigned according to needs of judge	Assigned according to needs of extern

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Relationship with Judge	Employer/employee	Mentor/student
Feedback:	Varied	Work reviewed and redone until correct
Exposure:	Work assigned	Wide variety of legal tasks
Compensation:	Money	Experience with supervision and academic credit
By-Product:	Work production	Learning

Because our students work at externships in a wide variety of legal settings, the legal tasks they are exposed to cover a broad variety of skills. There are, however, some specific goals which should be established by each placement, as described below.

1. Research, Analysis, and Writing

Students externing in trial and appellate courts where a majority of the work is motions, appeals, and/or trial briefs, are expected to improve these skills over the course of their externships. This means that students will become more efficient in their research, have a better knowledge of the tools available and how these tools are used, as well as gain an ability to focus on and develop the critical issues in the case. We expect that their analytical skills will become more sophisticated, including an increased appreciation for the significance of facts and policy. Finally, students' writing should become more succinct, clear, and appropriate for its intended audience.

When you assign the students research projects, ask them to formalize their work in a written research memorandum. The traditional law school curriculum provides very few opportunities for students to practice legal writing skills. Requiring all, or most, written work to be formally prepared will benefit your externs.

Every Gonzaga extern has completed a course in legal research and writing and has been introduced to at least one model form for writing a legal memorandum. You have a right to expect a high quality written work product from your extern, in a format of your choice. Please demand it. Although requiring excellence may be hard work and may not be time efficient, you will nearly always find your effort fairly rewarded.

In order to accomplish these goals, discuss with students not only their final products, but the approaches used to achieve them. Students must be able to explain how they approached the task, what resources they used and why, and what they would do differently when assigned a similar task. Furthermore, students need to rewrite their work until it meets the standard expected in the court.

It is critical that students who are doing this kind of work be given their assignments in context. That is, students should be given the entire case file, even if the specific assignment deals only with researching a particular issue in the case. It is crucial that students acquire an understanding of the way these issues fit into the larger picture of the case, and that they be given the opportunity to examine the history of the case to date. We continually stress to our students when they are working at their externships that they are there to learn how to be lawyers, not legal clerks. It is important that they student develop beyond the skills they learn in the classroom; for example, they need to see how a case proceeds, and get a sense of the responsibilities of judges and lawyers.

2. Oral Advocacy

Students in externship positions that allow them to represent clients at hearings have usually chosen such a placement in order to improve their oral advocacy skills. Unfortunately, this opportunity seldom arises in judicial externships. However, you can address oral advocacy skills by having the extern observe arguments in your court and then discuss the student's impressions at a convenient time.

Pointing out that good preparation, clarity of expression, flexibility, physical presence, and appearance are all aspects of good oral advocacy and are specific goals students need to achieve.

3. Case and Time Management

Students at every externship should be working on case and time management skills. They must learn how to prioritize their work, set time limits for accomplishing tasks, work under pressure, and work more efficiently. Part of this process is learning how to compile and maintain a case file, including regularly updating the file to reflect completed work, and organizing file contents to make data easily accessible. Supervising judges can help students achieve these goals by setting good examples, giving students deadlines for projects, giving students some assignments with short deadlines, keeping a close eye on students' time logs, and discussing organization techniques with their externs.

4. Staff Relations and Professional Demeanor

We expect students who work with judicial staff to improve their relationship skills. They must learn to establish and maintain rapport, be responsive to the court's concerns, assess credibility, acquire relevant facts, and provided helpful information those requesting it in an empowering fashion.

Students should also be learning to work in a professional setting with support staff, colleagues, lawyers, and judges. As a supervising judge, you should observe and give feedback in each of these areas. Discuss your approaches to these different relationships with your externs. One useful technique to model behaviors is "shadowing." The student can sit in the judge's chambers to listen and observe as he or she works.

II. THE EXTERNSHIP PROCESS

A. ORIENTATION

Schedule an orientation meeting with your extern on or before their first day of work. This meeting will set the tone of your relationship for the semester, so it is important that you plan for it and take sufficient time to cover the subjects. Listed below are some suggestions. A more detailed discussion follows this list.

ORIENTATION CHECKLIST

The following are subjects that should be covered in the orientation meeting with your extern.

1. The function of your chambers and court;
2. the role of the extern in the court's functioning;
3. the nature of the student's work;
4. relevant court policies and chain of command;
5. schedule for weekly meetings with the student;
6. the student's expectations for the externship;
7. the student's work schedule;
8. layout of the court, clerk's office, and library, and introduction to others;
9. explanation of the first assignment.

Following are some specifics to help you prepare for your orientation with the externs:

1. The Function of your Chambers and Court

Many law students have no previous exposure to the legal profession. Although the role of your court in relation to the legal system may seem obvious to you, it probably is not obvious to your extern. An explanation of who uses your services as judge, what areas of law you often see, how you are funded, to whom you are accountable, etc., helps orient the student to this new environment.

2. The Student Extern's Role in the Court

Whether externs are expected to carry their own supervised case load or are functioning in a role more analogous to that of a law clerk, they need to know their duties and responsibilities, as well as any limitations on their authority.

To develop self-confidence and a sense of responsibility, a student must know that she is contributing. Let the externs know that their work is important to your court and your chambers. Students who sense that they are not serving a useful function will gain little from the experience.

The students must sense they belong in the chambers. Most of us have had the unpleasant experience of feeling left out or disconnected from others. Such feelings interfere with production and learning. Yet externs are often shy in their new environment and may not take the initiative to include themselves in your activities. Please encourage their participation.

If your office personnel engage in professional group functions such as staff meetings or social gatherings, please include the externs whenever possible. This effort will be rewarded by a better relationship, which is likely to result in a better work product.

3. The Nature of the Student's Work

If you know, or can anticipate, the specific cases or projects the extern will work on during the semester, discuss them at this time. This is also a good time to talk with your extern about available resources.

4. Relevant Court Policies and Chain of Command

When you review the nature of the student's work, it is appropriate to discuss policies and lines of authority. Specify whether memos are to be written according to a particular format, and whether some type of legal authority is to be relied on more than others (federal law, state law, administrative reports). The externs need to know which tasks they must submit to you for approval before being completed, and which tasks they can do on their own. The students must understand who they take assignments from. We ask that all assignments go through you as the supervising judge, even if the students also work with other staff members when actually performing the task. This system prevents conflicts from developing over the extern's work and helps the extern maintain an open line of communication with you.

Although the Externship Program has covered many of these subjects in its student orientation, you may want to discuss other relevant subjects, including: confidentiality, dress code and general appearance, use of office equipment, and any other relevant court policies. For instance, tell the student the parameters and purposes of your confidentiality procedures and require the student to dress in the same professional manner as the attorneys who appear before you.

5. Schedule for Weekly Meetings with the Student

This is the time to make your plans for meeting with your extern. We encourage you to have weekly meetings, during which you can review the student's work and discuss other matters. Some judges direct the student to come see them whenever there is a question or need for feedback. The important thing is to make it clear that you intend to take the time to review his or her work and to talk about relevant matters and topics of interest; then establish a regular procedure for doing this.

One important element of a good externship experience is giving the student opportunities to observe attorneys appearing in your court. Although we encourage students to be assertive about asking you for observation opportunities, some shyer students will wait for you to take the lead. If you forget to tell the students about upcoming cases, the learning situation can be lost. A good way to keep the student apprised of these events is to put the topic on the agenda for each weekly meeting.

6. The Student's Expectations for the Externship

Asking the student what she wants to learn from the externship is a good way to develop a two-way pattern of communication. Some students are happy to sit silently and have you do all the talking during this meeting; students often hesitate to say much for fear of looking uninformed.

We hope you will encourage the student to participate in this orientation meeting, so the student will think about what she hopes to learn, and how this will fit into her education goals. Consider requiring the student to set a specific goal to improve one or two practical skills or areas of substantive knowledge. The goal(s) provides a measuring device to determine their progress over the course of the semester. For example, a student might choose to improve his research skills. That student will keep records of time spent researching and you can compare techniques used in early research projects to those developed over the course of the semester.

You may find that you need to solicit these ideas from your extern. Some students find it a challenge to be given the opportunity for self-determination. It often helps to talk about what the students are interested in and give suggestions.

7. The Student's Work Schedule

An essential element of the externship experience is establishing a sense of responsibility and commitment. Toward this end, students must have a regular work schedule. As a supervising judge who must plan assignments and still get your own work done, you are entitled to know when the student will be in your office. A set schedule also gives the student an

opportunity to develop a sense of commitment and to view his work as a regular part of the office's functioning.

Please be firm about the work schedule. Let the student know that tardiness or absences are unacceptable in the professional world. If a student is tardy or absent more than once, please discuss this with the student and let us know, so that we can talk to them. In conjunction with their office schedule, please keep the workload commensurate with the student's hourly commitment. Along with the externship, your student may also be taking classes which, due to mid-term exams and make-up classes, may pose a conflict with work. It is important that the student notify you of any scheduling needs and that there is mutual agreement about the completion schedule for work assignments.

Please treat the student extern as you would a regular employee in your office, remembering that you are playing a substantial role in his or her professional development.

8. Tour of the Office and Library, and Introduction to Others

Please take the time to show the student around your court and chambers. This tour should include a brief overview of the library, noting specific resources that may be valuable to the student, and also introductions to support staff, colleagues and law clerks.

9. Explanation of First Assignment

Your extern should receive her first assignment after the orientation. Please take the time to explain the assignment; again, students will often fail to ask you questions for fear of appearing uninformed. Give the student a specific deadline for this and all future assignments, and mark these deadlines on your calendar as a reminder to check on the student's progress. Sections B and C below offer more detailed suggestions for assignments and feedback.

B. ASSIGNMENTS

1. Giving Guidance on Assignments

When you assign a student work, go over the assignment in detail. It may be helpful to have the student repeat back any issues that are particularly complex. Discuss the particular resources you would use and note any unfamiliar resources. State the deadline for submission of a first draft. Then leave the student alone to find the appropriate law, procedure, form, etc. This process of working to find the answer teaches more than simply spoon-feeding them the information.

Some students hesitate to ask for further help on an assignment. Weekly meetings and early deadlines are helpful for this purpose. In addition, students should be encouraged to ask the immediate supervising judge, as well as others, for help when necessary. On the other hand, some students may ask too many questions. If students should be able to resolve a matter on their own, they should be encouraged to do so. Above all, make sure that deadlines are clear.

It may help you to know that we apply some pressure on the externs to think about their work as if they are the lawyer serving the court's interest. We ask the student to think in terms of what she would do with the case if she were ultimately responsible.

2. Supervision by More Than One Judge

Some courts rotate students through several divisions in an effort to give them a varied learning experience. This makes it difficult for one judge to assign all the work. Because these arrangements have caused problems in the past, we suggest that all courts rotating students, as well as courts where students will receive work from more than one judge, appoint one judge as the overall extern supervisor. This person should keep files on the students and be aware of their status at all times. A good method is to require that all work assignments be reviewed by the supervisor.

C. FEEDBACK

We cannot overstate how important it is to give feedback to externs. Unlike information you give to the students about their assignments, available resources, strategies, and legal issues, this is an opportunity to review the effectiveness of the student's performance and to suggest alternatives that will enhance that performance in the future.

While we do not expect you to evaluate the extern's work thoroughly each time she performs a task, we would like you to evaluate the student at least twice for each *type* of task assigned. The feedback you give needs to be detailed in terms of both substance and process. Similarly, since most students produce a variety of written work, please review a couple examples of each type of work product, pointing out where the work is effective and where it needs to be improved.

Giving and receiving feedback can be uncomfortable. However, feedback which acknowledges effective behavior before it critiques ineffective behavior is easier to communicate and carries more impact. In any feedback session, you should endeavor to include both types of information.

The feedback process consists of two basic steps:

1. The student's evaluation of his own performance;
2. Your evaluation of the student's performance.

1. Student's Self-Evaluation

Self-evaluation is particularly important skill for students to develop. Before you critique a student, provide opportunities to discuss the performance with you; as the student may change their impressions or forget their own immediate reactions in response to yours. Ideally, while the student self-critiques, you neither agree nor disagree. Then ask the student what changes they want to make. This question encourages the student to move through the learning process, from performing a task, to analyzing it and developing a theory for improved performance. In addition, this process reinforces a pattern of reflective thinking.

2. Your Evaluation of the Student's Performance

Begin your critique with a general statement about the student's overall performance. Sometimes it is difficult to do this and at the same time begin your critique with a positive remark. If the performance was dismal, it is very likely that the student is aware of this and your general evaluation will not surprise your extern. Follow the general evaluation with a specific critique. Vague statements such as "good job," or "you'll do better with practice," are nearly valueless. Like all learners, externs need specific examples demonstrating the behavior being discussed.

A. ISSUES, DISCRIMINATION & HARRASSMENT

Most externships proceed smoothly, and both students and supervising attorneys reap the benefits of the mentoring relationship. However, there are occasional surprises.

When a student believes that there are difficulties with their placement, we first ask them to discuss the situation with their supervising attorney. If you believe there to be problems with the extern, we ask that you likewise discuss it with the student first. If a situation is not rectified or resolved to everyone's satisfaction we will intervene. However, if the student is behaving irresponsibly toward their externship, or if there are ethical issues, please contact us right away, in addition to discussing the problem with the student.

We expect all supervisors are committed to a policy against discrimination in externships based on color, race, religion, marital status, sex, national origin, age, sexual orientation, gender identity, disability and military status. We require that you create working environments where all students feel safe from harassment or discrimination. Please consult the following references for additional information:

- 1) Americans with Disabilities Act, 42 U.S.C. Section 12101 et seq.
- 2) Title VII of the Civil Rights Act, 42 U.S.C. Section 2000 et seq.
- 3) Title IX of the Civil Rights Act, 20 U.S.C. Section 1681 et seq.

B. SUPERVISING JUDGE REQUIREMENTS

1. Memorandum of Agreement

This form will be sent to you at the beginning of each semester. Please keep a copy as you may wish to refer to it from time to time to refresh your memory regarding your specific commitment. (Appendix A)

We understand that it may not always be possible to provide each element outlined in the memorandum. When we make a decision about an externship placement, we try to be as flexible as possible within parameters that will ensure the student a high quality educational experience. The factors we consider most important are the variety and type of tasks the students are exposed to and the quality of supervision and feedback they will receive. Above all, we intend the memorandum to set the tone for your role as supervising judge.

2. Time Sheets

Please sign each sheet when the student submits them to you, prior to the student's next class meeting or private meeting with the Externship Director. Students are asked to be specific; "Research – 4 hours" is not enough. We want to know what the student is researching and the amount of time the student is spending on each stage of their research. Please review the extern's time logs carefully and question them about any items that require explanation. You may use these as a tool to examine and discuss the student's progress.

3. Mid-Semester and Final Evaluations

The student is responsible for setting up and conducting a meeting with you to complete their midterm evaluation. This midterm evaluation is an opportunity for the student to assess performance thus far and create goals for the remainder of the semester. After completing the evaluation meeting, please read and sign off on the form. (See Appendix B).

The final evaluation form will be sent to you by our office. It is critical that, after completing the form, you take the time to review the evaluation with your extern. You might also ask the student for their feedback (See Appendix C).

4. Site Visit Meetings

Typically, once a semester, we hold sessions for our supervising judges either at the law school, in your chambers or by telephone. The purpose of these sessions is to update you about new aspects of our program, including new forms, as well as to receive feedback from you. Your participation is essential to the well-being of our externship program. We will send you notice of meeting dates, or arrange an appointment with you.

C. STUDENT EXTERN REQUIREMENTS

Our students receive 3 to 15 units of credit for their externship field experience. These credits are pass/fail; therefore, your evaluation of their work will not affect their grade, unless it involves a breach of professional responsibility. Students also must fulfill the academic component of the course, which includes reflective assignments, meetings with externship faculty, and a reflective externship seminar. Brief descriptions of these requirements are provided in the attached syllabus.

We appreciate your willingness to help train our students to be competent and ethical attorneys. You are providing a valuable service to the student, our law school, and the legal profession. If there is anything we can do to facilitate your efforts in achieving our goals for the Externship Program, please let us know.

Appendix A

"Expect Excellence"



EXTERNSHIP MEMORANDUM OF AGREEMENT

Student Extern (Student): _____ Semester/Year: _____

Site Supervisor (Supervisor): _____

Placement: _____

Faculty Supervisor (Faculty): _____

The following are the expectations for the supervisor, student and faculty. We created these expectations using ABA Standard 304(c). All externships will consist of two components: (a) work experience under the supervision of the supervisor; and (b) an academic component under the supervision of the faculty.

The hours and dates for the externship are:

Expected Start Date: _____ **Expected End Date:** _____

Credits/Hours: The student is registered for _____ credits (total field credits plus the one credit seminar). This requires _____ total hours of work over the course of the semester, approximately _____ hours per week.

SUPERVISOR RESPONSIBILITIES:

The mentorship, supervision and practical training provided to students at their externship placements is an integral part of teaching and forming future professionals. The law school is aware that accepting students in such a mentoring role entails additional work and time on the part of the supervisor, the other attorneys, and staff of the placement office. We are grateful and express our sincere thanks. Please fill in the necessary information, initial each standard, and add any comments on this form. **As a supervisor, I agree to the following:**

_____ **Orientation:** I will ensure that the student receives an orientation, including a discussion of office procedures and confidentiality, and an overview of the work and expectations.

_____ **Nature of Assignments:** I agree to:

Engage the student in work that provides substantial lawyering experience and to include multiple opportunities for performance, feedback and self-evaluation;

Gonzaga Law School Externship Program
PO Box 3528
Spokane, WA 99220-3528
509.313.5791
Facsimile 509-313-5805
www.law.gonzaga.edu

Assign projects as challenging as the student can reasonably handle;

Keep clerical and administrative tasks that are outside the role of attorneys in the office, to less than 5% of the student's work time;

Invite the student, when feasible, to participate in the strategic decision-making process; and

Encourage the student to observe court proceedings, strategy meetings, trainings and CLE's, other appropriate professional activities, and to talk with the student about their reflections on these experiences.

_____ **Assignment and Feedback Process:** I agree to engage in the following process:

The student and I will discuss the matter to be assigned, including a discussion of our mutual objectives, the relationship of the project to the larger substantive, procedural or practical issues in the case/matter, relevant legal doctrine and theory, and any noteworthy ethical or social implications.

I will advise the student of the resources, methods, and materials available for the project.

When the student completes a first draft of written work, I will timely review the draft and meet with them to provide specific feedback.

I will have the student redraft, and will continue to provide feedback, as many times as necessary until we achieve a satisfactory final product.

I will encourage the student to self-assess their performance and will help the student strategize ways to improve and develop their skills and knowledge.

_____ **Regular Meetings and Reflection Opportunities:** I will meet with the student at least weekly to discuss assignments, provide feedback, and invite reflection (discuss the student's observations, experiences, goals, and questions). I will be available to meet additionally as needed.

_____ **Forms and Program Contact:** I agree to complete both the mid-term and final evaluation form on the student's work (forms to be provided by the law school), to return the form by the set due date, to communicate with the Externship Program regularly, especially in the event of a student issue, and to familiarize myself with the material in the Externship Program Handbook.

_____ **Logistics:** I will verify that the student has a designated workspace and access to the tools (e.g., telephone, computer, library) and support reasonably necessary to complete assignments.

_____ **Legal Compliance:** My organization is responsible for ensuring that our labor and employment practices are in compliance with state, local, and federal laws as related to the externship. My organization will provide a working environment free from harassment or discrimination.

_____ **Licensure:** I certify that I am a judge or licensed attorney, and that I have the authority, resources, and ability to directly supervise the student.

Please describe the duties/opportunities you envision for the student:

STUDENT RESPONSIBILITIES:

The school is excited to support you during your externship experience. Please fill in the necessary information, initial each standard, and add any comments on this form. **As an extern, I agree to the following:**

_____ **Professionalism:** I agree to follow directions, seek clarification and advice in a timely fashion, and comport myself with professionalism and integrity.

_____ **Communication:** I agree to keep my supervisor and faculty informed of my schedule and workload, and to inform them in advance if I need to make adjustments or anticipate conflicts.

_____ **Development Goals:** I will create goals for the semester of how I plan to develop professionally and will discuss these with my supervisor and faculty.

_____ **Academic Compliance:** I agree to attend orientation, all classroom/online sessions, meetings, and to complete all required readings, evaluations, timesheets, and assignments.

_____ **Reflection:** I will reflect on the observations, experiences, and ethical considerations that arise during my externship, and will be mindful of confidentiality.

_____ **Self-Evaluation:** I will strive to self-assess each assignment I complete. In so doing, I will consider what I did effectively and areas for improvement. I will seek out and encourage feedback and discuss my self-assessment with supervisor and faculty.

GONZAGA UNIVERSITY SCHOOL OF LAW EXTERNSHIP PROGRAM RESPONSIBILITIES:

The faculty agrees to perform the following:

Program Administration: We will oversee the Externship Program to assure the educational quality of the student's experience and evaluate the student's academic performance.

Academic Requirements: We will provide classroom/on-line instruction related to the field placement experience and will ensure on-going, contemporaneous, faculty-guided reflection to develop the student's experience, including encouraging self-evaluation and reflection through

Last updated September 2017

written assignments, one-on-one meetings, readings, and guided discussions with other student externs.

Contact/Availability: We will remain in regular contact, including possible visits, with the placement and the student to ensure the quality of the educational experience. We are available to assist the student and supervisor should any questions or concerns arise during the semester.

Evaluation: I will evaluate the student's academic performance during the externship. The assessment will be based on the student and supervisor evaluations, timely compliance with requirements, the quality of the self-reflection, and professionalism. Based on this evaluation, I will determine whether credit should be granted.

Supervisor's Signature: _____

Date: _____ Email Address: _____

Physical Address: _____

Phone Number: _____

Student's Signature: _____

Date: _____ Email Address: _____

Phone Number: _____

Faculty Signature: _____

Date: _____ Email Address: laurent@gonzaga.edu

Phone Number: (509) 313-3747

Please return completed form to:

Julie Claar – claar@gonzaga.edu

Gonzaga Law School Externship Program

P.O. Box 3528

Spokane, WA 99220-3528

Phone (509) 313-5791

Fax (509) 313-5805

www.law.gonzaga.edu

This form is based on the collaborative work of Externship Programs from across the country

II. APPENDIX B



EXTERN MID-TERM EVALUATION FORM

Gonzaga University School of Law

Externship Program

Mid-Term Evaluation of Student's Externship Performance

To be filled out by Student and Supervising Judge/Attorney – please attach additional pages if necessary

Extern: _____ Date: _____

Agency/Office/Court: _____

Supervising Attorney/Judge: _____

For this assignment, **please schedule a meeting** with your supervisor. Before your meeting, please think about the questions addressed to "Extern" and be prepared to discuss them with your supervisor. At the meeting, please discuss your answers to the questions on this form with your supervising attorney. This form can be a starting point for the discussion, but please feel free to deviate and discuss other aspects of your externship and professional development.

While this process may be somewhat intimidating, the discussion should provide you with an honest assessment of your strengths potential areas of improvement. Please make sure this is a discussion with your supervisor—do not just give this form to your supervisor and ask them to fill it out. Thoroughly record responses to the questions and make sure that both you and your supervisor sign off on the form.

Check the activities, which you have had the opportunity to learn or to practice thus far during your externship.

- | | | |
|--|---|---|
| <input type="checkbox"/> Legal research | <input type="checkbox"/> Identification of issues | <input type="checkbox"/> Fact gathering |
| <input type="checkbox"/> Oral communication | <input type="checkbox"/> Negotiation | <input type="checkbox"/> Time/practice management |
| <input type="checkbox"/> Writing | <input type="checkbox"/> Problem solving | <input type="checkbox"/> Observation |
| <input type="checkbox"/> Articulating legal theory | <input type="checkbox"/> Interviewing/counseling | <input type="checkbox"/> Litigation processes |
| <input type="checkbox"/> Other _____ | | |

1. Extern - This semester, I have worked on some of the following:

2. **Extern:** Please discuss the assignments that you have enjoyed/learned the most from. Also, please take this opportunity to discuss what you have not done, but would like the opportunity to complete if possible.

3. **Supervisor:** Please discuss some of the extern's positive attributes and what they have done well this semester.

4. **Extern:** Please describe any issues/struggles you have encountered on the work you have done this semester.

5. **Supervisor:** Please suggest some ways that the extern can address some of these issues and discuss ways for the student to continue to develop during the remainder of the semester. List these below:

Signature of Supervising Judge/Attorney & Date

Extern's Signature & Date

THE EXTERNSHIP PROGRAM AT GONZAGA UNIVERSITY SCHOOL OF LAW
IV. APPENDIX C



EXTERN FINAL EVALUATION FORM

Gonzaga University School of Law

Externship Program

Final Evaluation of Student's Externship Performance

To be filled out by Extern's Supervising Judge/Attorney – please attach additional pages if necessary

Extern: _____ Date: _____

Agency/Office/Court: _____

Supervising Attorney/Judge: _____

Skill Evaluation Checklist – Rate the extern on the following skills using the criteria below:

- 1 **Poor** – fell short of expectations more often than met them
- 2 **Fair** – often met expectations
- 3 **Average** – met expectations but rarely or never exceeded them
- 4 **Good** – always met expectations and sometimes exceeded them
- 5 **Excellent** – consistently exceeded expectations
- N/A Not applicable to this placement

Poor Fair Average Good Excellent

1. Research Ability – Knows research tools and how to use them

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Legal Analysis – Integrates legal concepts and theory with facts in a logical progression

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. Writing Skill – Drafts well-organized written assignments, cites accurately and properly

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. Proofreading – Reviews work for grammatical and stylistic errors

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

5. Oral Expression – Able to discuss issues clearly, communicates effectively

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

6. Judgment – Is mature, knows how and when to ask questions or seek additional consultation

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7. Time Management – Ability to prioritize tasks, meets deadlines and manages time well

1	2	3	4	5	N/A
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Poor

Fair

Average

Good

Excellent

8. Work Ethic - Takes initiative, works independently and efficiently without sacrificing quality

1
☐

2
☐

3
☐

4
☐

5
☐

N/A
☐

9. Professional Behavior – Treats attorneys, court personnel, litigants, witnesses & public respectfully

1
☐

2
☐

3
☐

4
☐

5
☐

N/A
☐

10. Overall Performance – Has made appropriate progress toward becoming an effective and professional lawyer

1
☐

2
☐

3
☐

4
☐

5
☐

N/A
☐

11. Ethics – is able to identify ethical issues and standards governing them, and the student is able to apply those standards and respond in a professional manner.

1
☐

2
☐

3
☐

4
☐

5
☐

N/A
☐

12. Please list any suggestions you have for the student's improvement, or any other comments you would like to pass along. Please be specific.

Signature of Supervising Judge/Attorney

Printed Name

Thank you for filling out this form as completely as possible. It is useful in helping us work with placement offices and supervising attorneys and judges to develop the program into the highest quality of experience for each extern.

Your comments will be forwarded to the student, unless you indicate otherwise.

Please return completed form to:

Julie Claar
Gonzaga Law School Externship Program
claar@gonzaga.edu
P.O. Box 3528
Spokane, WA 99220-3528
Phone: (509) 313-5791
Fax: (509) 313-5805