



# Externship Program

## Supervising Judge Handbook

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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 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. Your feedback on their self-evaluation will enhance the students' learning experience.

## **B. DEVELOPING PROFESSIONAL AND PUBLIC RESPONSIBILITY**

### **1. 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 for court appearances.

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.

### **2. Public Responsibility**

A lawyer's commitment to public service and pro bono work is established early in their career. The Gonzaga Externship Program recognizes the importance of this work and that it is necessary to introduce students to public service through the externship program.

### 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.

- 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 the role of a lawyer than in a single setting. Talk to your externs about your own experiences, what you like and dislike about the work you do as both an attorney and a judge, and what you do to cope with the stress of your work. It is important that students' tasks be varied so they can experience lawyering first-hand. Invite the externs to participate at all levels of a case they are working on. 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.

	<b><u>Paid Law Clerk</u></b>	<b><u>Extern</u></b>
<b>Purpose:</b>	Produce	Learn
<b>Tasks:</b>	May be broad or narrow  Efficiency and speed	Variety  Deliberate consideration; Thorough understanding of matter
	Assigned according to needs of judge	Assigned according to needs of extern
<b>Relationship with Judge</b>	Employer/employee	Mentor/student
<b>Feedback:</b>	Varied	Work reviewed and redone until correct
<b>Exposure:</b>	Work assigned	Wide variety of legal tasks
<b>Compensation:</b>	Money	Experience with supervision and academic credit
<b>By-Product:</b>	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, in any order that makes sense to you:

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 secretaries, receptionists, librarians, and other attorneys.

#### **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 ignorant. 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 to be sure he understands. 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 resources he may not be familiar with. 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 when students perform lawyering tasks that do not involve writing because they do not have the same opportunity to self-correct as they do when they review their written work. Before you critique a student, give her a chance to discuss her performance with you; otherwise, she may change her impressions or forget her 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.

## **D. ISSUES**

Most externships proceed smoothly, and both students and supervising judges 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 judge. 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.

## **E. 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. The appendix has copies of a completed time log (Appendix B). 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**

These forms will be mailed 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 & D).

### **4. Supervising Judges Meetings**

Once a semester, we hold sessions for our supervising judges either at the law school or in your chambers. 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.

## F. STUDENT EXTERN REQUIREMENTS

Our students receive two 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 a weekly journal, private meetings with externship faculty, and a weekly externship seminar. Brief descriptions of these requirements are given below. The student receives one graded credit from the Externship Director for participation and completion of the academic component.

### 1. Weekly Journal

Externs are required to write about their externship experiences every week during their placement. We ask them to write about both what they have done, and what they are learning. Writing their journals forces the students to reflect on the legal system and their place within it, and assess their individual progress and accomplishments. Students are prohibited from discussing or writing about anything that involves any privileged or confidential matter.

### 2. One-on-One Private Meetings

Students schedule individual meetings with the Externship Director once during the course of their externship. During this meeting, students discuss their experiences, what they are doing, and what they are learning. Prior to each meeting, students submit their time sheets; journals; non-confidential, sanitized work product; and any evaluations (mid-term or final) to the director for review. Students are graded on the timeliness and thoroughness of the necessary paperwork.

### 3. Externship Seminar

Once a week, students attend a seminar class in which they discuss their externship experiences with other externs, as well as any readings assigned for the class. Supervising judges are welcome to attend any seminar classes and are encouraged to volunteer as guest speakers.

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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

### SUPERVISING JUDGE'S MEMORANDUM OF AGREEMENT

I, \_\_\_\_\_, agree to the following conditions for participation in  
(please print)  
the Gonzaga Law School Externship Program, while supervising \_\_\_\_\_.  
(please print)

1. To give the student a case load that is in some way a part of my work, involving both large and small matters.
2. To make students' assignments as challenging as he/she can reasonably handle.
3. To have the student work approximately sixty hours per field unit of academic credit.
4. To have the student approximate working as a judicial law clerk to the maximum extent feasible.
5. To assign most legal research tasks in conjunction with the work described in paragraphs 1-4 above.
6. To keep menial tasks, e.g., filing, library updating, indexing, etc. to less than 5% of the student's work time.
7. To allow students, when feasible, to observe the judicial decision-making process and oral advocacy by lawyers in court.
8. As much as possible, to engage in the following assignment, work, and feedback process:
  - a. The student and I will discuss the matter to be assigned, including a discussion of our mutual objectives;
  - b. I will advise the student of the resources, methods, and materials available for the job.
  - c. When the student completes a first draft of written work, I will review the work and meet with him for a specific critique of the work.
  - d. I will have the student redraft as many times as necessary until she achieves a satisfactory final product.



# Appendix B



## EXTERNSHIP PROGRAM Weekly Timesheet

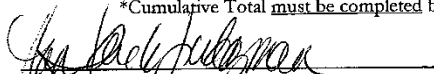
Name: Jill Student Work Week of: June 16, 2008  
 Placement Office: Hon. Jack Judgeman Date Submitted: June 27, 2008


Please calculate time in tenths (.1) of an hour (6 minute increments).

Date	Pro Bono Task	Hours	Total
6/16/08	Review Trial Memoranda and exhibits for Department of Labor & Industries v. Jones.	3.4	6.9
	Observe morning plea calendar.	3.5	
6/17/08	Observe motion for clarification proceeding In Re: Detention of Smith.	.9	5.2
	Begin to review court materials In Re: Detention of Smith.	1.3	
	Draft bench memorandum re: Dept. of Labor & Industries v. Jones with Judge	3.0	
6/18/08	Review Order to Show Cause in re: Spokane Valley v. Kramer	.1	4.7
	Continue to review court materials In Re: Detention of Smith.	1.2	
	Finalize bench memorandum re: Dept. of Labor & Industries v. Jones.	3.4	
6/19/08	Review bench memorandum re: Dept. of Labor & Industries v. Jones.	.7	5.3
	Review Dept. of Labor & Industries v. Jones with Judge.	1.0	
	Observe Dept. of Labor & Industries v. Jones proceeding.	1.9	
	Continue to review court materials In Re: Detention of Smith.	1.7	
6/20/08	Observe presentment of Kent v. Simms	1.5	7.4
	Continue to review court materials In Re: Detention of Smith	2.6	
	Observe Motion for Expedited Discovery in re: Palmer Newsprint Company v. Public Utility District No. 1 of Palmer County.	1.0	
	Review memoranda in support of and in opposition to Motion for Preliminary Injunction in re: Palmer Newsprint Company v. Public Utility District No. 1 of Palmer County.	2.3	
6/21/08	Research cases cited in re: Palmer Newsprint Company v. Public Utility District No. 1 of Palmer County.	1.5	1.5

**Total Hours for the Week:** 31  
**Prior Week's Cumulative Total:** 92.8  
**\*Cumulative Total for Semester:** 123.8

\*Cumulative Total must be completed by student on each timesheet for proper semester credit.

  
 Signature of Supervising Attorney  
 or Supervising Judge

  
 Signature of Extern

## Appendix C



# **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 Extern's 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. At that meeting, you will discuss a recently completed assignment (this can be something you wrote, or a task you performed, such as a client interview) and complete an overall assessment of your performance. Use this form as a guide. While this process may be somewhat intimidating, the discussion should provide you with an honest assessment of your strengths and ways in which you can improve your future performance. Please make sure that you have this conversation with your supervisor—do not just give your supervisor this form and ask them to fill it out. Thoroughly record your supervisor's responses to the questions and make sure that both you and your supervisor sign off on the form.

**Check the activities, which the extern has had the opportunity to learn or to practice thus far during his/her 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"/> Resolving ethical dilemmas |
| <input type="checkbox"/> Articulating legal theory | <input type="checkbox"/> Interviewing/counseling  | <input type="checkbox"/> Litigation processes       |

## **Part 1: Evaluation of recently completed assignment:**

1. Was the assignment substantively correct and complete?





- b. Extern: Please describe your goals for the remainder of the externship and how you intend to accomplish them.

---

Signature of Supervising Judge/Attorney

---

Printed Name

---

Student's Signature

Extern: turn this form as stated in your class syllabus:

- local students during the designated class period; or
- distance students via mail, fax or email to:  
Robbie McMillian, Program Coordinator  
Gonzaga Law School Externship Program  
P.O. Box 3528  
Spokane, WA 99220-3528  
Phone: (509) 313-3740  
Fax: (509) 313-5842

## Appendix D



# 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: (Circle)

- 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

	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	
1. Research Ability – Knows research tools and how to use them	1	2	3	4	5	N/A
2. Legal Analysis – Integrates legal concepts and theory with facts in a logical progression	1	2	3	4	5	N/A
3. Writing Skill – Drafts well-organized written assignments, cites accurately and properly	1	2	3	4	5	N/A
4. Proofreading – Reviews work for grammatical and stylistic errors	1	2	3	4	5	N/A
5. Oral Expression – Able to discuss issues clearly, communicates effectively	1	2	3	4	5	N/A
6. Judgment – Is mature, knows how and when to ask questions or seek additional consultation	1	2	3	4	5	N/A

	<b>Poor</b>	<b>Fair</b>	<b>Average</b>	<b>Good</b>	<b>Excellent</b>	
7. Time Management – Ability to prioritize tasks, meets deadlines and manages time well	1	2	3	4	5	N/A
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. Please list any suggestions you have for the student’s improvement. Please be specific.						

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Signature of Supervising Judge/Attorney

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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:

Robbie McMillian, Program Coordinator  
 Gonzaga Law School Externship Program  
 P.O. Box 3528  
 Spokane, WA 99220-3528  
 Phone: (509) 313-3740  
 Fax: (509) 313-5842

