



**Student Name** \_\_\_\_\_ **WKU ID** \_\_\_\_\_  
(Last) (First) (M/M)

## STEP 1. INTERNSHIP CONTRACT

Planned Internship Beginning Date	Ending Date
-----------------------------------	-------------

<b>Learning Objectives</b> (Specify your professional objectives for the internship.)	<b>Planned Activities to Demonstrate Completion of Objectives</b> (May be modified during the internship.)

\_\_\_\_\_  
Advisor/Chair Signature

\_\_\_\_\_  
Date

**STEP 2. INTERNSHIP ACTIVITIES LOG:** Use the log format below to keep record of your internship activities.

[illegible]

**Note: If you need to log additional activities, use pages 7 and 8.**

**STEP 3. INTERNSHIP REFLECTION:** Type a brief (2-3 pages) reflection about your internship experience. Reflect on what learning objectives and planned activities described in Step 1 did/did not take place. Describe how the internship affected your professional growth as a leader and/or researcher, as well as your planned next steps to continue your professional growth.

**STEP 4. SUBMISSION OF INTERNSHIP CONTRACT, ACTIVITIES LOG, AND REFLECTION (STEPS 1-3) AS A “CRITICAL PERFORMANCE” TO THE WKU ELECTRONIC PORTFOLIO SYSTEM.** Login into the WKU EPS (<http://edtech2.wku.edu/portfolio/>) and submit your contract, log, and reflection as one document to your EDLD 798 course. The Educational Leadership Doctoral Program Office will score this critical performance based on your reflection and the evaluation of your site supervisor (Step 5).



## WKU Educational Leadership Doctoral Program Dispositions Rating Form

**Supervisor Instructions:** In the Score column, please rate (1-5) the intern on the following characteristics. For the extremes and middle ratings, behavioral anchors are provided as examples to guide assessment of each disposition. If for any disposition you are unable to provide a rating, write NO for “Not Observed” in the Score column.

Rating → Indicator ↓	Below Standard 1	2	At Standard 3	4	Target 5	Score
<b>a. Values learning: Attendance</b>	Exhibits a pattern of absence and/or tardiness. Fails to contact supervisor to make up missed work. Gives no or inadequate reason for absence/tardiness.		Occasionally misses work and is rarely tardy. Tries to notify supervisor if going to be absent or contacts supervisor following absence with adequate reason.		Consistently attends internship and is on time. Usually notifies supervisor in advance and arranges to meet supervisor following absence. Usually gives adequate reason for planned absence.	
<b>b. Values learning: Internship participation</b>	Inattentive to internship assignments. Rarely participates in discussions or engages in problem-solving.		Is attentive and productive during internship assignment. Attention is focused on work-related materials and activities		Actively engaged and interested in the internship activities. Volunteers when appropriate. Participates in discussions and problem-solving as needed.	
<b>c. Values learning: Internship preparation</b>	Work completed with little attention to quality. May be sloppy and/or contain errors. Emphasis on getting work done rather than learning. Assignments are sometimes late or missing. Comes unprepared to internship.		Assignments are completed correctly and with accuracy. Work shows basic grasp of the assignments intent. Meets assignment deadlines adequately. Is prepared for internship most of the time.		Work is completed with attention to detail, is sequential, and is logical. Shows evidence of thoughtful analysis of the assignment. Work shows that adequate time and planning were allocated. Consistently comes to internship well prepared.	
<b>d. Values learning: Communication</b>	Uses incorrect grammar in oral and/or written communications. May use slang, profanity, inappropriate vocabulary, or offensive language. Does not express ideas clearly. May display distracting language habits.		Usually uses correct grammar in oral and written communication. Generally uses language that is appropriate and not offensive. Can convey ideas accurately.		Uses correct grammar in oral and/or written communication. Communication is free of offensive or inappropriate language. Uses language to express ideas very effectively regardless of the age of the listener.	
<b>e. Values personal integrity: Emotional control</b>	Emotions are not under control. May lose temper and show outbursts of anger. Is disrespectful of peers and others. Does not take personal responsibility for emotions and behaviors. Blames others or outside circumstances for loss of emotional control.		Maintains basic control of emotions. May show emotional reaction, but does not lose temper or control. Is able to listen to the perspectives of others. Is responsible for emotions and behaviors.		Displays steady emotional temperament. Is receptive to viewpoints of others and their suggestions. Holds self accountable for emotions and behaviors. Displays a sense of humor and/or willingness to get along with others.	

<b>f. Values personal integrity: Ethical behavior</b>	Shows pattern of dishonest or deceitful behavior. Fails to use discretion in keeping personal confidences. Cannot be counted on to keep word or to follow through as promised.	Is truthful and honest in dealing with others. Uses discretion in keeping personal or professional confidences. Strives to be trustworthy and to keep word.	Is honest in dealing with others. Puts truth above personal need or advantage. Always dependable in terms of keeping personal and professional confidences. Can be counted on to follow through and keep word. Shows self to be a person of strong character.	
<b>g. Values diversity</b>	Rejects those who are different in ability, race, gender, or ethnicity. Displays intolerant, disrespectful, and unresponsive behavior toward the ideas and views of others. Interacts in an impolite or unprofessional manner with those perceived as different from self.	Accepts others who are different in ability, race, gender, or ethnicity. Displays respectful and responsive behavior toward the ideas and views of others. Interacts with others in a polite and professional manner with those perceived as different from self.	Willingly works with others from different ability, race, gender, or ethnic groups. Welcomes feedback and interaction with others. Listens carefully to others and respects the views of those perceived as different from self.	
<b>h. Values collaboration</b>	Does not collaborate or consult with others. Shows little regard for people and their ideas. Does not relate well with others. Does not share information or ideas.	Collaborates and consults with others. Accepts ideas of others. Relates adequately with others. Shares information and ideas.	Actively seeks out and incorporates ideas of others. Willingly works with others to improve the overall environment. Regularly shares information and ideas.	
<b>i. Values professionalism: Respect for site rules, policies, and norms</b>	Unaware of internship site rules and policies. Sometimes disregards known policies or restrictions. Wants exceptions to be made for self or tries to get around established rules of behavior, dress, etc. Thinks rules were made for others.	Aware of internship site rules and policies. Usually follows them without being reminded by others. Accepts reminders for breaches of rules or policies, and does not attempt to circumvent them in patterns of behavior, dress, etc.	Knows internship site rules and policies. Follows them consistently. Understands the purpose of regulations and respects their intent. Accepts responsibility for personally following them in patterns of dress, behavior, etc.	
<b>j. Values professionalism: Commitment to self-reflection and growth</b>	Does not recognize personal limitations or strengths. Does not accept suggestions and constructive criticism of others. Does not engage in critical thinking. Does not demonstrate ability to learn through self-reflection.	Recognizes personal limitations and strengths. Accepts suggestions and constructive criticism of others. Demonstrates ability to think critically. Demonstrates ability to learn through self-reflection.	Recognizes personal limitations and strengths and uses them to best professional advantage. Actively seeks suggestions and constructive criticism. Regularly practices critical thinking. Regularly engages in learning through self-reflection.	

\*Rubric adapted from Wayda, V, & Lund, J. (2005). Assessing dispositions: An unresolved challenge in teacher education; Teacher candidates may know their subject, but are they suited for the job? *The Journal of Physical Education, Recreation, & Dance*, 76, p. 34.

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

Site Supervisor Signature \_\_\_\_\_ Date \_\_\_\_\_

**STEP 6. INTERNSHIP VERIFICATION:** Complete the information below and ask your advisor/chair to sign this page as verification that you have successfully completed your internship. Please note that it is your responsibility to ensure that the course information is complete and accurate.

**Student Name** \_\_\_\_\_ **WKU ID** \_\_\_\_\_  
(Last) (First) (M/M)

Location of Internship \_\_\_\_\_

Site Supervisor \_\_\_\_\_ Contact Information \_\_\_\_\_

Internship Beginning Date \_\_\_\_\_ Ending Date \_\_\_\_\_

Internship Course Prefix and Section Number: EDLD 798- \_\_\_\_\_  
(Section Number)

Semester and Year of Course Enrollment: \_\_\_\_\_

Course CRN: \_\_\_\_\_ (Five digit number available on Topnet).

Credit Hours: \_\_\_\_\_

**By my signature below, I verify that the above student has successfully completed the internship experience associated with this contract.**

Advisor/Chair Signature \_\_\_\_\_ Date \_\_\_\_\_

***Students: Remember to submit all documentation (Steps 1-6) associated with this internship to the Educational Leadership Doctoral Program Office as one complete document.***

**For Internal Office Use Only**

☐ Dispositions entered into WKU E-Pass (Date \_\_\_\_\_).

☐ EPS (Step 4) upload scored (Date \_\_\_\_\_).



