



Graduate School
of Education

▶ District Level Internship
in School Administration

College of Education | 2014-2015

ORU | ORAL
ROBERTS
UNIVERSITY

ORAL ROBERTS UNIVERSITY GRADUATE SCHOOL OF EDUCATION



2014-2015

INTERNSHIP IN EDUCATIONAL LEADERSHIP
(DISTRICT LEVEL SCHOOL
ADMINISTRATION)

GADM 885

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ORAL ROBERTS UNIVERSITY

GRADUATE SCHOOL OF EDUCATION



CONCEPTUAL FRAMEWORK

TRANSFORMED EDUCATORS

ROMANS 12:2

ORAL ROBERTS UNIVERSITY SCHOOL OF EDUCATION

COMPONENTS OF CONCEPTUAL FRAMEWORK



- **Theme:** *Transformed Educators*

"... be ye transformed by the renewing of your mind . . ." Romans 12:2
- **Vision:**

Transforming Society
The Miracle Ahead
A Transformed Generation

"Ye have not chosen me . . . I have chosen you and ordained you that you should go and bring forth fruit, and that your fruit should remain." John 15:16
- **Mission:** *Preparing Professional Christian Educators to go into Every Person's World*

"To provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional, public, and private responsibilities in the field of education throughout the world."
- **Philosophy:** *Biblical Foundation—Christian Worldview*

 - **Nature of the Learner—Created in God's Image**
 - **Truth and Knowledge—All Truth is God's Truth**
 - **Values—Biblically Based**
- **Knowledge Base:**

 - Linked to Institutional Standards
 - Aligned with National Standards, State Competencies, and Standards of the Profession
 - Evaluated and assessed in light of current research and best practices
 - Built upon past achievements and universal truths

ORAL ROBERTS UNIVERSITY GRADUATE SCHOOL OF EDUCATION

Introduction

The conceptual framework for the Oral Roberts University College of Education provides the structure for course content and standards, stated student competencies, instruction, assessment, and evaluation. The College of Education offers a diverse teacher preparation program designed to equip teacher candidates for initial assignments in elementary and secondary schools as well as advanced programs for school administration. The three segments—general education, specialized education, and professional education—are offered to prepare graduates for professional responsibilities in public, private, Christian, and home schools.

The philosophy of education which is embraced by the Oral Roberts University College of Education and which forms the basis for the teacher preparation program is one particularly concerned with the relationship between educational theory and practice—how theory is applied and assessed in practice, and how practice is evaluated to improve student performance.

Educating the Whole Person

In keeping with the University's Statement of Purpose, The College of Education is rooted in the philosophical position that education is the shaping of the whole person: spirit, mind, and body.

At the center of the education program at Oral Roberts University is the understanding that true wisdom and knowledge come from God. The Bible is God's inspired Word and is upheld as the standard and central point of reference. The College of Education prepares administrators; curriculum specialists; and teachers for public, private, and Christian schools to go into every person's world as *transformed educators to transform society*.

University Vision and Purpose

The Unit's conceptual framework is linked to the University's vision statement and incorporates the purposes of the University. The University's vision and purposes are the central focus of the Unit's design and are reflected in the Unit's activities.

VISION STATEMENT:

Oral Roberts University came into being as a result of its founder, Oral Roberts, obeying God's mandate to build a university on God's authority and the Holy Spirit. God's commission to Oral Roberts was to:

Raise up your students to hear My voice, to go where My light is dim, where My voice is heard small and My healing power is not known. To go even to the uttermost bounds of the earth. Their work will exceed yours, and in this I am well pleased.

STATEMENT OF PURPOSE:

It is the purpose of Oral Roberts University, in its commitment to the historic Christian faith, to assist the student in his/her quest for knowledge of his/her relationship to God, man, and the universe. Dedicated to the realization of truth and the achievement of one's potential life capacity, the University seeks to graduate an integrated person—spiritually alive, intellectually alert, and physically disciplined. To accomplish this purpose, Oral Roberts University seeks to synthesize by means of interdisciplinary cross-pollination the best traditions in liberal arts, professional, and graduate education, with a charismatic concern to enable students to go into every person's world with healing for the totality of human need.

Conceptual Model

A modified Celtic cross represents the visual conceptual framework for the unit. Because of the Christian foundation of Oral Roberts University, the use of a cross is appropriate as the visual model for the Conceptual Framework Model for the School of Education. The Celtic cross is distinguished by a circle surrounding the cross point. The ORU College of Education visual model consists of a strong foundation formed by the *Oral Roberts University Mission and a Christian Worldview and Biblical Foundation*. The cross is capped with *General Education*, while the crossbeam contents represent the *Academic Area of Emphasis* in each subject area of specialty, and the *Professional Education* component to represent pedagogical preparation. These four components reflect the University's focus on *Spirit, Mind and Body*.

The circle surrounding the point of crossing and merging of the *Spirit, Mind, and Body* components further connects all contents by implementing educational *Competencies, Experiences, Outreach, and Assessment*.

The Conceptual Framework includes a focus on the *Spirit, Mind, and Body* of each student:

The Spirit: *ORU Mission—Christian Worldview and Biblical Foundation*—commitment to the Christian heritage, and "Going into every person's world."

The Mind: *General Education*—emphasis on the humanities and the arts and sciences.
Academic Area of Emphasis—subject area specialty
Professional Education—pedagogical preparation

The Body: Attention to health and physical fitness

All of these combine in the Celtic cross to connect the components through clearly defined **Competencies, Experiences, Assessments, and Outreach** activities in the community and throughout the world to provide continuing assessment to identify successes, evaluate needs, and identify the basis for future improvements.

The entire Conceptual Model is overlaid on Oral Roberts University's unique Whole Person seal, symbolizing the University's founding purpose and emphasis on Spirit, Mind, and Body.

Theme

Transformed Educators

" . . . be ye transformed by the renewing of your mind . . . " Romans 12:2

The Oral Roberts University School of Education's theme is "Transformed Educators." The School of Education's desire is to develop and train future educators as teachers, principals, superintendents, and other professional school personnel who have been transformed by the power of Jesus Christ and who demonstrate the character and dispositions of Christian values, ethics, and moral integrity. The College of Education also desires to develop students as transformed professional educators who know and demonstrate the content, pedagogical, and professional knowledge, skills, and dispositions necessary to help all students learn and to be educational leaders.

Vision

Transforming Society, The Miracle Ahead, A Transformed Generation

"Ye have not chose me . . . I have chosen you and ordained you that you should go and bring forth fruit, and that your fruit should remain." John 15:16

The Oral Roberts University College of Education vision is to train and develop professional school personnel who will go into every person's world, into public, private, Christian, and home schools as transformed educators. As transformed educators they will make such an impact that they will be a catalyst for transforming society, which in turn will help transform the next generation.

Mission

Preparing Professional Christian Educators to Go Into Every Person's World

The Oral Roberts University College of Education is charged to provide the opportunity for individuals who hold Christian principles to participate in initial and advanced study in preparation for professional public and private responsibilities in the field of education throughout the world.

COLLEGE OF EDUCATION INTERNSHIP PHILOSOPHY

The philosophy of education embraced by the Graduate Education Program at Oral Roberts University is concerned with how theory is applied and tested in practice and how practice improves theory. The Internship in School Administration embodies that philosophy and is specifically structured to permit interns to integrate theory and practice in a field-based setting under the guidance of an experienced cooperating administrator (mentor). The internship program, as developed by the Graduate School of Education, will provide the intern with a variety of meaningful leadership experiences in actual school based settings. The experiences

will be coordinated by the university supervisor in consultation with the cooperating administrator (mentor). The intern will maintain a log of the experiences including reflective comments.

THE INTERNSHIP

Theoretical Framework

The practical knowledge and skills gained from the actual administrative leadership field experience of the university supervisors and cooperating administrators (mentors) serves as the basic foundation for the theoretical framework for the Internship in School Administration. Woven into that framework are the recommendations from the learned societies, professional organizations, and the scholarly literature.

NCATE Accreditation and ELCC Standards

The National Council for the Accreditation of Teacher Education (NCATE) accreditation process has two primary components: Unit Review and Program Review. Unit Reviews use Unit Standards, developed by NCATE, to make accreditation decisions for a Unit (the ORU School of Education). Program Reviews use Program Standards, developed by a Specialized Professional Association (SPA), to determine if a Program (a specific discipline area) can demonstrate mastery of the SPA standards. Programs must receive SPA recognition in order for the Unit to receive NCATE accreditation.

The SPA Program Standards applicable to the ORU Graduate College of Education have been established by the Educational Leadership Constituent Council (ELCC). The ELCC Standards focus on the knowledge, skills, and attributes required by administrator candidates to lead and manage educational organizations centered on teaching and learning. It is important for all administrator candidates to be able to accomplish the tasks associated with each of the ELCC Standards and elements.

ELCC Internship Requirements

The ELCC *Standards for Advanced Programs in Educational Leadership* define and describe the required internship experience as follows:

Standard 7.0: Internship. The internship provides significant opportunities for candidates to synthesize and apply the knowledge and practice and develop the skills identified in Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively by the institution and school district personnel for graduate credit.

The internship may be defined as the process and product that results from applying in a workplace environment the knowledge, skills, and attributes described in the ELCC Standards. The internship should be a beneficial bridging experience between course

content and the workplace, and should focus on the application of knowledge and the practice of skills in multiple, real settings.

The internship will include a variety of substantial experiences in diverse settings, planned and guided cooperatively by university and school district personnel. It will be offered for graduate credit and will be conducted in schools and school districts over an extended period of time. The experiences will provide interns with substantial responsibilities, which increase over time in amount and complexity, and which involve direct interaction and involvement with students, staff, parents, and community leaders. Ideally, the internship will include some experience with social service organizations involved with inter-agency activities affecting schools.

The internship will provide significant opportunities in the workplace for the intern to synthesize and apply the knowledge, and to practice and develop the skills, identified in the six ELCC Standards.

ORU GRADUATE COLLEGE OF EDUCATION INTERNSHIP REQUIREMENTS

Internship Course and Time Requirements

The Internship in Educational Leadership program embodies a philosophy that is specifically structured to permit interns to integrate theory and practice in a field-based setting under the guidance of an experienced cooperating administrator (mentor). The internship program, as developed by the Graduate School of Education, provides the intern with a variety of meaningful leadership experiences in actual school-based settings. The experiences will be coordinated by the University supervisor in consultation with the cooperating administrator (mentor). The intern will maintain a log of the experiences, including reflective comments and complete a School Improvement Plan in conjunction with the internship.

The specific course designed for the internship program is GADM 885: Internship in Educational Leadership. Enrollment in GADM 885: Internship in Educational Leadership requires the University supervisor's approval and the completion of an internship application. All relevant information pertaining to the internship is contained in a handbook and course syllabus. The University supervisor will be responsible for planning and coordinating the internship experience. The University supervisor will assist the intern in establishing contact with a prospective cooperating administrator (mentor) and will consult with both during the internship. The University supervisor, in consultation with the cooperating administrator (mentor), will evaluate the intern's performance. The cooperating administrator (mentor) is responsible for providing the intern the opportunity to participate in a broad range of district level administrative activities that reflect the diversity of leadership challenges that today's school administrators must meet.

This is a three-hour post-master degree class that requires a minimum 150-hour internship. This course builds on both the classroom experiences of the students as well as the respective individual class requirements of a 15-hour field experience. The following courses are part of the post-master course offerings for educational leadership preparation, including superintendent certification, and each of these required core courses contains a requirement for a 15-hour field experience:

GADM 805 The Superintendency

GADM 830	Business management practices in Education
GADM 840	School Facilities Planning
GADM 850	Legal, Political and Ethical Issues in Education Administration
GADM 855 / GPED 855	Instructional Theory and Practice

The intern will complete 225 internship hours:

GADM 885 = 150 internship hours

Five 15-hour field experiences = 75 internship hours

Enrollment in GADM 885: Internship in Educational Leadership requires the university supervisor's approval and the completion of an internship application. All relevant information pertaining to the internship is contained in this handbook and the course syllabus.

Intern Responsibilities

1. Obtain and read the handbook for GADM 885.
2. In consultation with the university supervisor, identify a cooperating administrator (mentor) who will agree to serve in a mentor capacity for the duration of the internship.
3. Complete the application form for Internship in School Administration, have it signed by the cooperating administrator (mentor) and return it to the university supervisor.
4. Attend all designated internship meetings which may be required.
5. Submit all required internship reports in a timely manner.
6. Perform the internship in a manner satisfactory to the university supervisor and the cooperating administrator (mentor) making sure to satisfy both the time requirement and the activities requirement.
7. Maintain an up-to-date log identifying and describing the internship experiences.
8. Complete all requirements for the internship, including the submission of the Internship Log, in a positive, professional manner.
9. Complete a District Improvement Plan
10. Address all internship-related ePortfolio requirements.

University Supervisor Responsibilities

The university supervisor is responsible for planning and coordinating the internship experience. The university supervisor will assist the intern in establishing contact with a prospective cooperating administrator (mentor) and will consult with both during the internship. The university supervisor, in consultation with the cooperating administrator (mentor), will evaluate the intern's performance. The university supervisor will insure that the internship experiences provide significant opportunities in the workplace for the intern candidate to synthesize and apply the knowledge and to practice and develop the skills identified in the seven ELCC Standards in diverse learning environments.

Cooperating Administrator (Mentor) Responsibilities

The cooperating administrator (mentor) is responsible for providing the intern the opportunity to participate in a broad range of administrative activities that reflect the diversity of leadership challenges that today's school administrators must meet. The mentor will work with the intern in

actual field settings where the intern can observe and interact in real-world situations that cannot be provided in the classroom. The mentor will work closely with the intern, will be available for regular conferences, and will allocate sufficient time to assist the intern in participating in all required activities including those Activity Areas identified in this handbook. The mentor will assist the university supervisor in evaluating the intern's performance. The intern will be formally observed twice by the cooperating administrator. For each of the formal observations the cooperating administrator / mentor will use the District Level Internship Observation Evaluation Rubric.

Internship Activities

The intern will actively participate in a broad array of “real-world” activities which require the intern to integrate theory and practice from a field-based setting. The intern is expected to participate in as many different administrative activities as is feasible. The intern will be required to participate in **six specified activity areas** that represent leadership responsibilities addressed by the five of the ELCC Standards and respective sub-standards. From these activities, the intern will produce a District Improvement Plan.

ACTIVITY AREA I

ELCC Standard 1.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Required Activity 1.0: The intern will, through a review of applicable District documents, interviews with key District personnel and community stakeholders, will develop a position paper describing the District's current strategic plan and vision. The intern will present the position paper to an appropriate supervisor or relevant group affiliated with the District.

The intern will, based upon the information contained in the position paper and in response to the reactions from the presentation, reaffirm the District's strategic plan and vision or develop a new or revised strategic plan and vision for the District.

The position paper will address the plans and processes for developing, implementing and articulating the strategic plan and vision and vision stewardship efforts.

ACTIVITY AREA II

ELCC Standard 2.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Required Activity 2.0: The intern will, through a review of applicable District documents, interviews with key District personnel, observation of classroom instruction, and review of school curriculum materials (e.g., mission, conceptual framework, curriculum guides, textbooks, and materials), develop a position paper describing and evaluating the District's curriculum and instructional program. The plan will include (but will not be limited to) an assessment of school culture, instructional activities, program focus on accommodating learners' diverse needs, application of best practices to enhance student learning, and implementation of research-based professional development programs.

The intern will present the position paper to an appropriate supervisor or relevant group affiliated with the District.

ACTIVITY AREA III

ELCC Standard 3.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Required Activity 3.0: Pursuant to completing Required Activities 1.0 and 2.0, the intern will evaluate the District's resource allocation process in terms of the effective, efficient, and equitable utilization of District resources and alignment with the District's strategic plan and vision. The evaluation will be presented as a written proposal to an appropriate supervisor or relevant group affiliated with the District.

In the proposal, the intern will critique District management decisions involving fiscal, human, and material resources in terms of sound organizational practice. The critique will assess the appropriateness of the District's resource allocation process in terms of the ability to create and sustain a safe, efficient, and effective learning environment focused on student achievement.

ACTIVITY AREA IV

ELCC Standard 4.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Required Activity 4.0: The intern will provide a written, reflective statement which evidences that, when completing Required Activities 1.0, 2.0, and 3.0, the intern did communicate and collaborate with families, community members, and other stakeholders in an effective and appropriate manner. The statement will evidence that the intern interacted appropriately with various cultural, ethnic, racial, and special interest groups as a part of the collaboration process.

ACTIVITY AREA V

ELCC Standard 5.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

Required Activity 5.0: The intern will provide a written, reflective statement which evidences that, when completing each standards' required activity, the intern acted with integrity, fairly, and in an ethical manner.

ACTIVITY AREA VI

ELCC Standard 6.0: Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Required Activity 6.0: The intern will provide a written, reflective statement which evidences that, when completing each standard's required activity, the intern was involved in understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context. The statement will evidence that the intern communicated and collaborated with political decision-makers in an effort to improve social and educational opportunities for children.

The internship will include a variety of substantial experiences in diverse settings, planned and guided cooperatively by University and school personnel. These experiences will provide interns with substantial responsibilities which increase over time in amount and complexity and which involve direct interaction and involvement with students, staff, parents, and community leaders. The internship will provide significant opportunities in the workplace for the intern to synthesize and apply the knowledge and to practice and develop the skills identified in six of the ELCC Standards. From these activities, the intern will produce a School District Improvement Plan.

These six Activity Areas, representing the ELCC Standards, cover a multitude of leadership responsibilities exercised by practicing school administrators on a day-to-day basis. The intern is expected to participate in as many different administrative activities as is feasible. Participation in activities of this nature will permit the intern to apply administrative theory and classroom knowledge to the solving of real school problems in real school settings.

In participating in activities of this nature, the intern will be given the opportunity to interact extensively with the cooperating administrator (mentor) and other school staff and discuss the problem-solving approaches taken and the decision-making procedures utilized. This will permit the intern to reflect more fully on the overall process of educational administration in actual practice.

Alignment of Assessment with the Educational Leadership Constituent Council Standards

The intern will be required to participate in **six specified activity areas** that represent building level leadership responsibilities addressed by six ELCC Standards and respective sub-standards, and will provide the necessary information to complete the School Improvement Plan. The following chart demonstrates the alignment of the activities with the specific standard it meets:

ACTIVITY AREA	ELCC Standard
<i>Required Activity 1</i>	1.1, 1.2, 1.3, 1.4, 1.5
<i>Required Activity 2</i>	2.1, 2.2, 2.3, 2.4
<i>Required Activity 3</i>	3.1, 3.2, 3.3
<i>Required Activity 4</i>	4.1, 4.2, 4.3
<i>Required Activity 5</i>	5.1, 5.2, 5.3
<i>Required Activity 6</i>	6.1, 6.2, 6.3

An assessment rubric is used to assess the School District Improvement Plan, which is also aligned with the six ELCC standards and subsequent sub-standards (See School District Improvement Plan Assessment Rubric).

Internship Log

The intern will be responsible for keeping a written record of activities during the internship. The log should note all significant activities participated in by the intern and should include significant experiences in each of the previously identified six Activity Areas. The log should identify and describe the specific activity including a description of the intern's role in the activity. The log entry should also include a reflective statement for each activity that presents the intern's personal reaction/response to participating in that activity.

The intern must adhere to the following general procedures for log record keeping:

1. Record all significant activities in an objective manner.
2. Keep the log up-to-date by recording all activities on a regular basis.
3. Make at least one log entry for each day of internship participation.
4. Include a personal reflection statement as part of each daily entry.
5. Submit the completed log to the university supervisor at the conclusion of the internship and on demand throughout the internship.
6. Submit materials developed during the internship along with the log.
7. Include a final entry in the log that is an overall assessment of the internship experience. This entry should highlight those activities that promoted the most growth as a future educational leader. It should also identify strengths and weaknesses of the internship experience and note any recommended improvements in the program.

Internship Evaluation

For this internship course, the intern will be formally observed twice by the cooperating administrator. For each of the formal observations the cooperating administrator / mentor will use the District Level Internship Observation Evaluation Rubric. (See Appendix)

Intern Self-Evaluation (Guided Reflection)

As a part of the internship evaluation process and as a part of the final log entry, the intern will complete a self-evaluation using District Level Internship Observation Evaluation Rubric. (See Appendix). In this guided reflection, the intern will rate his/her overall internship performance and will rate the extent to which participation in the Required Activities permitted the intern to address the ELCC Standards.

Course Syllabus

The syllabus for this internship course is hereby incorporated and constitutes a part of this internship handbook.

PROFESSIONAL AND ETHICAL RESPONSIBILITIES OF THE INTERN

During all phases of the internship the intern is expected to perform in a positive, professional manner. The intern will conform to ELCC standards as well as the standards of Oral Roberts University. The intern will respond professionally in all situations by acting with integrity, fairness, and in an ethical manner. If, during the course of the internship, the intern becomes aware of confidential information, the intern hereby acknowledges that such confidential information will not be communicated or shared with others without the permission of the school district.

The intern agrees that placement at the internship District is a privilege extended as a courtesy by the internship District. Said District is in no way obligated to the intern beyond that expressed in this handbook. No obligations for future employment or promotion are expressed or implied as a result of a cooperating administrator (mentor) and respective District permitting an intern to serve an internship at that District.

APPENDIX

- A. Internship Application
- B. Internship Log Entry Form
- C. District Level Internship
Observation Evaluation Rubric
- D. School District Improvement Plan
Assessment Rubric

ORAL ROBERTS UNIVERSITY
GRADUATE SCHOOL OF EDUCATION
Application for Internship in Educational Leadership

Student _____ Z-No.: _____
(Last) (First) (Middle/Maiden)

Home Address _____

Home Phone () _____

Work Address _____

Work Phone () _____

Internship District and Cooperating Administrator (Mentor)

District Name _____

Cooperating Administrator (Mentor) _____

Position or Title _____ Phone () _____

Name of specific District in which internship will be completed:

Address of specific District in which internship will be completed:

Phone () _____

Please list the anticipated date for the internship: Semester _____

Beginning Date _____ Ending Date _____

As cooperating administrator (mentor), I _____
(print name)

am willing to accept and work with the above named person in an internship program as described in the handbook for Internship in School Administration. I have received and reviewed a copy of said handbook and am aware of and understand my responsibilities as mentor as outlined therein, and as explained by the university supervisor.

Cooperating Administrator (Mentor) Signature _____ Date _____

Student Signature _____ Date _____

University Supervisor Signature _____ Date _____

INTERNSHIP LOG ENTRY FORM

Activity Area: _____

Activity: _____

Time Spent: _____

Description of Activity:

Reflective Statement:

Candidate _____ School District _____

District Supervisor _____

University Supervisor _____

Mark each characteristic below with one of the following levels of competence: 5 – Exemplary; 4 – Competent; 3 – Acceptable; 2 – Unacceptable; 1 – Not attempted; 0 – Not observed

Circle appropriate comments below and add written comments as needed, identifying them with I or II to indicate when observed.

QUALITIES	ELCC Standards	Observation I	Observation II
PERSONAL			
1. Appearance: dresses appropriately; well groomed; nice posture	IS – 1		
2. Demeanor: poise; patience; enthusiasm; sense of humor; tact; sensitivity toward others' feelings and opinions	IS – 1, 10		
3. Speech: uses correct grammar; articulates clearly; uses appropriate volume	IS – 1		
4. Attendance: never, rarely, occasionally, or frequently absent; on time	IS - 1		
VISION			
5. Develop: Candidate reflects an understanding of developing a district vision of learning	1.1		
6. Articulate: Candidate can articulate the district vision of learning	1.2		
7. Implement: Candidate reflects an understanding of implementing a district vision of learning	1.3		
8. Steward: Candidate reflects an understanding of the role of a superintendent as a steward of the district vision of learning	1.4		
9. Promote: Candidate reflects an understanding of the importance of promoting community involvement in the district vision	1.5		
STUDENT SUCCESS			
10. Culture: Candidate is knowledgeable and processes the ability to promote the success of all students by promoting a positive district culture	2.1		
11. Instruction: Candidate reflects an understanding of how to provide effective instructional programs within the district	2.2		
12. Student Learning Candidate reflects an understanding of how to apply best practices to promote student learning	2.3		
13. Professional Plans: Candidate reflects an understanding of how to design comprehensive professional growth plans	2.4		
MANAGE			
14 Organization: Candidate reflects an understanding of managing the district organization e	3.1		
15. Operations: Candidate reflects an understanding of managing the district operations	3.2		
16. Resources: Candidate reflects an understanding of managing the district resources	3.3		
COMMUNITY			
17. Collaborate: Candidate reflects an understanding of the importance of collaborating with families and other community members	4.1		
18. Respond: Candidate4s demonstrates an understanding of appropriate responses to community interests and needs	4.2		
19. Resources: Candidate reflects an understanding of how to mobilize community resources	4.3		
DISPOSITIONS			
20. Integrity: Candidates demonstrates the ability to act with integrity	5.1		
21. Fairly: : Candidates demonstrates the ability to act fairly	5.2		
22. Ethically: : Candidates demonstrates the ability to act ethically	5.3		
LARGER EDUCATIONAL CONTEXT			
23. Understand: Candidate reflects an understanding of the larger political, social, economic, legal, and cultural educational context	6.1		
24. Respond: Candidate reflects an understanding of how to respond to the larger political, social, economic, legal, and cultural educational context	6.2		
25 Influence: Candidate reflects an understanding of how to influence the larger political, social, economic, legal, and cultural educational context	6.3		
GRADE: See important grading guidelines on the back of this form.	Enter Grade	%	%
COMMENTS: Observation I	COMMENTS: Observation II	Observation 1 _____ Evaluator's Signature Date Observation 2 _____ Evaluator's Signature Date	

Definition of Terms:

- 5 – Exemplary: Candidate uses this skill consistently with a high degree of competence and confidence.
- 4 – Competent: Candidate uses this skill appropriately and competently.
- 3 – Acceptable: Candidate is beginning to incorporate this skill in their repertoire.
- 2 – Unacceptable: Candidate has not yet developed or used this skill.
- 1 – Not Attempted: Candidate did not attempt to use this skill.
- 0 – Not Observed

Justification: (Explain 5 or 2 – comments)

When an evaluator determines that the candidate should receive a 5 – Exemplary rating or a 2 – Unacceptable rating, the evaluator must provide written documentation either on the front of the evaluation form or on an attachment to the evaluation form explaining the rationale for the rating.

Point Scale:

Each category will be assigned a rating (5, 4, 3, 2, 1, or 0). The rating for each category will be totaled and divided by the number of categories that have been observed and rated

(0 – Not Observed should not be included in the total number of categories.) For example, 25 x 4 equals 100 points. This total (100) should be divided by 25 to get the percentage grade. If only 24 categories were scored, and one category was Not Observed, the total points would be divided by 24. See the following for the scale of percentage grades.

5.0 = 100	4.5 = 95	4.0 = 90	3.5 = 85	3.0 = 80	2.5 = 75	2.0 = 70	1.5 = 65	1.0 = 60
4.9 = 99	4.4 = 94	3.9 = 89	3.4 = 84	2.9 = 79	2.4 = 74	1.9 = 69	1.4 = 64	
4.8 = 98	4.3 = 93	3.8 = 88	3.3 = 83	2.8 = 78	2.3 = 73	1.8 = 68	1.3 = 63	
4.7 = 97	4.2 = 92	3.7 = 87	3.2 = 82	2.7 = 77	2.2 = 72	1.7 = 67	1.2 = 62	
4.6 = 96	4.1 = 91	3.6 = 86	3.1 = 81	2.6 = 76	2.1 = 71	1.6 = 66	1.1 = 61	

District Improvement Plan Assessment Rubric

Required Activity 1

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
1.1 Develop a School Vision of Learning.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to the school's vision of learning.	Provides evidence of collecting data reflecting the development of the school's vision of learning. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Identifies and collects some pertinent data reflecting the development of the school's vision of learning. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
1.2 Articulate a School Vision of Learning.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to the school's vision of learning.	Provides evidence of collecting data reflecting the articulation of the school's vision of learning. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Identifies and collects some pertinent data reflecting the articulation of the school's vision of learning. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
1.3 Implement a School Vision of Learning.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to the implementation of the school's vision of learning.	Provides evidence of collecting data reflecting the implementation of the school's vision of learning. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Identifies and collects some pertinent data reflecting the implementation of the school's vision of learning. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
1.4 Steward a School Vision of Learning.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to the stewardship of the school's vision of learning.	Provides evidence of collecting data reflecting the stewardship of the school's vision of learning. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Identifies and collects some pertinent data reflecting the stewardship of the school's vision of learning. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
1.5 Promote Community Involvement in School Vision.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to the commitment to promote the school's vision of learning to the community.	Provides evidence of collecting data reflecting the commitment to promote the school's vision of learning to the community. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Identifies and collects some pertinent data reflecting the commitment to promote the school's vision of learning to the community. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

Required Activity 2

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
2.1 Promote a Positive School Culture.	Provides little to no evidence of reviewing data. Misidentifies purpose of data and is not able to establish a true link to the promotion of a positive school culture.	Provides evidence of reviewing data reflecting the promotion of a positive school culture. However, District Improvement Plan is simplistic and superficial and minimally reaffirms or revises the site's strategic plan.	Reviews and identifies some pertinent data reflecting the promotion of a positive school culture. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
2.2 Provide Effective Instructional Program.	Provides little to no evidence of reviewing data. Misidentifies purpose of data and is not able to establish a true link to the intentional provision of an effective instructional program.	Provides evidence of reviewing data reflecting the intentional provision of an effective instructional program. However, District Improvement Plan is simplistic and superficial.	Reviews and identifies some pertinent data reflecting the intentional provision of an effective instructional program. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
2.3 Apply Best Practice to Student Learning.	Provides little to no evidence of reviewing data. Misidentifies purpose of data and is not able to establish a true link to the application of best practice to student learning.	Provides evidence of reviewing data reflecting the application of best practice to student learning. However, District Improvement Plan is simplistic and superficial.	Reviews and identifies some pertinent data reflecting application of best practice to student learning. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
2.4 Design Comprehensive Professional Growth Plans.	Provides little to no evidence of reviewing data. Misidentifies purpose of data and is not able to establish a true link to the intentional design of comprehensive professional growth plans.	Provides evidence of reviewing data reflecting the intentional design of comprehensive professional growth plans. However, District Improvement Plan is simplistic and superficial.	Reviews and identifies some pertinent data reflecting the intentional design of comprehensive professional growth plans. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

Required Activity 3

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
3.1 Manage the Organization.	Proposal is incomplete and fails to provide either critiques or recommendations for improvement for the management of the organization.	Proposal provides generalized critique and recommendations for improvement for the management of the organization. However, District Improvement Plan is simplistic and superficial.	Proposal includes specific, annual, measurable critiques and generalized recommendations for improvement for the management of the organization. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
3.2 Manage the Operations.	Proposal is incomplete and fails to provide either critique or recommendations for improvement for operational management.	Proposal provides generalized critique and recommendations for improvement for operational management. However, District Improvement Plan is simplistic and superficial.	Proposal includes specific, annual, measurable critiques and generalized recommendations for improvement for operational management. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
3.3 Manage the Resources.	Proposal is incomplete and fails to provide either critique or recommendations for improvement for the management of resources.	Proposal provides generalized critique and recommendations for improvement for the management of resources. However, District Improvement Plan is simplistic and superficial.	Proposal includes specific, annual, measurable critiques and generalized recommendations for improvement for the management of resources. The District Improvement Plan reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

Required Activity 4

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
4.1 Collaborate with Families and Other Community Members.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link to collaborative efforts with families and other community members.	Provides evidence of collecting data reflecting the collaborative efforts with families and other community members. However, reflection statement is simplistic and superficial.	Identifies and collects some pertinent data reflecting the collaborative efforts with families and other community members. The reflection statement reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
4.2 Respond to Community Interests and Needs.	Provides little to no evidence of collecting data. Misidentifies purpose of data and is not able to establish a true link demonstrating responsiveness to community interests and needs.	Provides evidence of collecting data demonstrating responsiveness to community interests and needs. However, reflection statement is simplistic and superficial.	Identifies and collects some pertinent data demonstrating responsiveness to community interests and needs. The reflection statement reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
4.3 Mobilize Community Resources.	Plan is incomplete and fails to provide either critiques or recommendations for improvement for the mobilization of community resources.	Plan provides generalized critiques and recommendations for improvement for the mobilization of community resources. However, reflection statement is simplistic and superficial.	Plan includes specific, annual, measurable critiques and generalized recommendations for improvement for the mobilization of community resources. The reflection statement reaffirms or revises the site's strategic plan.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

Required Activity 5

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
5.1 Acts with Integrity	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement of the understanding of the importance of acting with integrity.	Reflective statement provides generalized critiques and recommendations for improvement of the understanding of the importance of acting with integrity.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement of the understanding of the importance of acting with integrity.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
5.2 Acts Fairly	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement of the understanding of the importance of acting fairly.	Reflective statement provides generalized critiques and recommendations for improvement of the understanding of the importance of acting fairly.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement of the understanding of the importance of acting fairly..	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
5.3 Acts Ethically	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement of the understanding of the importance of acting ethically.	Reflective statement provides generalized critiques and recommendations for improvement of the understanding of the importance of acting ethically.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement of the understanding of the importance of acting ethically.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

Required Activity 6

sub-standards	Unacceptable 1	Acceptable 2	Competent 3	Exemplary 4
6.1 Understand the Larger Educational Context.	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement of understanding the larger educational context.	Reflective statement provides generalized critiques and recommendations for improvement of understanding the larger educational context.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement of understanding the larger educational context.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
6.2 Respond to the Larger Educational Context.	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement in responding to the larger educational context.	Reflective statement provides generalized critiques and recommendations for improvement in responding to the larger educational context.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement in responding to the larger educational context.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.
6.3 Influence the Larger Educational Context.	Reflective statement is incomplete and fails to provide either critiques or recommendations for improvement toward influencing the larger educational context.	Reflective statement provides generalized critiques and recommendations for improvement toward influencing the larger educational context.	Reflective statement includes specific, measurable critiques and generalized recommendations for improvement toward influencing the larger educational context.	Identifies and collects pertinent data reflecting the development of the school's vision of learning. The School / District Improvement Plan reaffirms the site's strategic plan produces recommendations for further development.

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MAKE NO
LITTLE PLANS
HERE

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