ADMN 5503 - Mid-Management Internship Action Activities Scoring Rubric

Criterion	Performance Levels			Score
	1=Unacceptable	2=Acceptable	3=Target	
TEA Domain	Less than 1/3 of 160 hours performed	1/3 of 160 clock hours performed in	Greater than 1/3 of 160 hours performed in	
I	in Domain I	Domain I	Domain I	
TEA Domain	Less than 1/3 of 160 hours performed	1/3 of 160 clock hours performed in	Greater than 1/3 of 160 hours performed in	
11	in Domain II	Domain II	Domain II	
TEA Domain	Less than 1/3 of 160 hours performed	1/3 of 160 clock hours performedin	Greater than 1/3 of 160 hours performed in	
III	in Domain III	Domain III	Domain III	
	Activities do not clearly demonstate	Activities somewhat demonstate		
	-	student has some the knowledge and	Activities clearly demonstate student has the	
		ability to facilitating the development,	knowledge and ability	
	articulation, implementation, and	articulation, implementation, and	to facilitating the development, articulation,	
	•	stewardship of a school or district	implementation, and	
ELCC	vision of learning supported by the	vision of learning supported by the	stewardship of a school or district vision of	
Standard I	school community	school community	learning supported by the school community	
		Activities somewhat promote a		
		positive school culture, providing an	Activities clearly promote a positive school	
	effective instructional program,	effective instructional program,	culture, providing an effective instructional	
51.00		applying best practice to student	program, applying best practice to student	
ELCC		learning, and designing comprehensive		
Standard II		professional growth plans for staff.	professional growth plans for staff.	
	,	Activities somewhat demonstrate		
		student has the ability to manage the	Activities clearly demonstrate student has	
	organization, operations, and resources		the ability to manage the organization,	
	in a way that	resources in a way that	operations, and resources in a way that	
ELCC	promotes a safe, efficient, and	promotes a safe, efficient, and	promotes a safe, efficient, and effective	
Standard III	effective learning environment.	effective learning environment.	learning environment.	

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Activities do not clearly demonstrate student has the ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.Activities somewhat demonstrate student has the ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.Activities collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.Activities clearly demonstrate student has the ability to collaborate with families and other community members, respond to diverse community interests and needs, and mobilize community resources.Activities clearly demonstrate student has the ability to collaborate with families and other community members, respond to diverse community members, respond to diverse community interests and needs, and mebilize community resources.ELCCActivities do not clearly demonstrate student has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.Activities somewhat demonstrate student has the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.	
student has the knowledge and ability to promote the success of all studentsstudent has the knowledge and ability to promote the success of all studentsActivities clearly demonstrate student has the knowledge and ability to promote the by acting with integrity, fairly, and in anELCCby acting with integrity, fairly, and in an by acting with integrity, fairly, and in anby acting with integrity, fairly, and in by acting with integrity, fairly, and inActivities clearly demonstrate student has the knowledge and ability to promote the success of all students	
Activities do not clearly demonstrate student understands, responds to, and influences the larger political, social, economic, legal, and cultural context.Activities somewhat demonstrate student understands, responds to, and influences the larger political, social, economic, legal, and cultural context.Activities clearly demonstrate understands, responds to, and influences the larger political, social, economic, legal, and cultural context.	
Activities do not clearly demonstrate the internship provided significant opportunities for candidates to synthesize and applyActivities somewhat demonstrate the internship provided significantopportunities for candidates to synthesize and applyopportunities for candidates to synthesize and applyActivities clearly demonstrate the internship provided significant opportunities for candidates to synthesize and applythe knowledge and practice and develop the skills identified inthe knowledge and practice and develop the skills identified incandidates to synthesize and apply the knowledge and practice and develop the standards 1-6 through substantial, sustained, sustained,Standards 1-6 through substantial, sustained, standards-based work in real settings, planned and guided cooperatively bystandards-based work in real settings, planned and guided cooperatively byplanned and guided cooperatively by planned and guided cooperatively by	
ELCC Ithe institution and school district Ithe institution and school district Institution and school district	
Standard VII personnel for graduate credit. personnel for graduate credit. personnel for graduate credit.	