

Doctoral Program in Educational Leadership

Internship Rubric	Excellent	Acceptable	Unacceptable
	3	2	1
Content Knowledge	Demonstrates a depth of content area knowledge in their concentration that makes an applied, substantial contribution to the setting of the internship.	Demonstrates a foundational understanding of content area knowledge in their concentration that contributes to the setting of the internship.	Demonstrates emergent content area knowledge that may only moderately apply or contribute to the setting of the internship.
<i>Internship students will develop and integrate content knowledge in their area of study.</i>	Articulates ways in which knowledge was applied and integrated in novel and fresh ways through writing about key events and concepts reflective of or relevant to the internship activities and their field site.	Articulates applied and integrated knowledge through writing about key events and concepts reflective of or relevant to the internship activities and their field site.	Does not articulate or consistently engage in activities that develop or integrate content knowledge, or does so in a peripheral manner.
Leadership	Adheres to ethical standards and reflective practices in their roles as an educational leader by contributing in supportive and committed ways to the organization's culture and diversity.	Adheres to ethical standards and reflective practices in their roles as an educational leader by demonstrating sensitivity to the organization's culture and diversity.	Does not demonstrate an awareness of ethical standards and reflective practices that are particular to the organization's culture and diversity.
<i>Internship students will enhance knowledge and understanding of effective leadership, including stewardship and community or civic engagement.</i>	Employs effective and self-motivated leadership skills in the context of their internship activities, particularly in relation to diversity.	Employs effective leadership skills in the context of their internship activities, particularly in relation to diversity.	Does not employ leadership skills in the context of their internship activities, and does not exhibit value of diversity in their work.
Research	Identifies an area of inquiry relevant to their internship site and independently collects and analyze data from the setting/field, using ethical standards and protocols.	Identifies an area of inquiry relevant to their internship site and collaboratively collects data, or analyzes existing data , using ethical standards and protocols.	Does not engage in field-based inquiry or does not follow ethical standards and protocols.
<i>Internship students will identify a potential problem or question(s) in a given setting and will begin to develop some research skills related to their topic and internship site.</i>	Uses existing literature to bring a unique and non-normative perspective to the inquiry, phenomenon, or problem.	Uses existing literature to inform the inquiry, phenomenon, or problem.	Does not integrate existing literature into field-based inquiry.
Presentation and Format	Portfolio is expertly polished and professional, highly organized, and easy to navigate , with all elements included. Narratives offer detailed explanations and thorough justifications of all activities.	Portfolio is professional and organized , with all elements included. Narratives explain and justify all activities.	Portfolio is not easily navigated and may be missing elements. Narratives of justification are weak.
Rating			
Overall Score			
Student Name			
Faculty Name		Date	
Comments:			