



Cumberland County Schools

Student Services Internship Application Rubric

Applicant Name:

Reviewer Name:

Total Score:

Why should you be selected for this opportunity?

| Criteria | 1 Point | 2 Points | 3 Points | 4 Points |
|----------------------------------|---|---|--|--|
| Personal Awareness | Shows awareness of own personality, preferences, culture/context, beliefs, values, attitudes, emotions, trigger points, warning signs; makes effort to understand own traits, in order to adapt and/or continuously develop as required | Behaves towards others in a professional and respectful manner with unconditional regard for others | Demonstrates openness and is reciprocal to constructive criticism; receives help/support/assistance without hesitation | Utilizes personal strengths to build confidence for interactions with others |
| Diverse Perspectives | Identifies and discusses only one aspect of diversity. Does not distinguish inclusion from diversity | Synthesizes perspectives within and across communities, acknowledging the complexity and awareness of differences between insider and outsider perspectives | Identifies and explains some perspectives within and across communities, acknowledging differences between insider and outsider perspectives | Demonstrates awareness that their own perspective is different from that of others, and shows awareness that communities encompass a range of perspectives |
| Student-Centered Approach | Lack a student-centered tone and does not demonstrate a teachable, growth mindset | Uses a student-centered tone, but does not demonstrate a teachable, growth mindset | Uses a student-centered tone, demonstrates a teachable, growth mindset, is willing to learn from others | Uses an asset-based, student-centered tone, demonstrates a teachable, growth mindset, is willing to learn from others |
| Writing | Writing contains several grammatical or punctuation errors and is not graduate level | Writing is graduate level but contains more than 5 grammatical or punctuation errors | Writer selects words that are persuasive, but may contain two or more errors | Writing is clearly of graduate quality; use of words is intentional to persuade the reader; and has less than three errors in writing conventions |

out of 16 points

Describe a time when you were responsible for causing a challenge in a relationship. What were the qualities and skills you exhibited to resolve the conflict?

| Criteria | 1 point | 2 points | 3 points |
|--|---|---|---|
| Situation | Describes the situation with few details. | Describes the situation without placing blame on the other person. | Clearly describes a specific situation and takes responsibility for their own failures in damaging the relationship. |
| Building Rapport | Answer eludes to surface level attempts to build rapport. | Answer clearly describes general steps for building rapport with individuals. | Explains specific steps s/he took to improve rapport; includes a rationale. |
| Writing | Writing contains a number of grammatical or punctuation errors and is not graduate level. | Writing is graduate level but contains a few grammatical or punctuation errors. | Writing uses language to express ideas clearly and error-free. |
| Personal Awareness (Emotional Quotient) | Shows awareness of own personality, preferences, culture/context, beliefs, values, attitudes, emotions, trigger points, warning signs; makes an effort to understand own traits | Shows awareness of own personality, preferences, culture/context, beliefs, values, attitudes, emotions, trigger points, warning signs; makes an effort to understand own traits, and demonstrates openness and is reciprocal to constructive criticism; receives help/support/assistance without hesitation | Shows awareness of own personality, preferences, culture/context, beliefs, values, attitudes, emotions, trigger points, warning signs; makes an effort to understand own traits, and adapts behavior based on the situation |
| Diversity & Inclusion | Identifies and discusses only one aspect of diversity. Does not distinguish inclusion from diversity | Identifies and discusses only the most commonly regarded aspects of diversity (e.g., race, gender) with no considerations for intersectionality. Discusses inclusion somewhat passively; recognizes some barriers that individuals and groups face | Identifies and discusses many intersectional aspects of diversity. Discusses inclusion as an active process; recognizes barriers that individuals and groups face. |

out of 15 points

How would you handle speaking to a parent who is upset about sensitive information you shared with them about their child?

| Criteria | 1 point | 2 points | 3 points |
|----------------------------------|--|--|---|
| Values Stakeholder voices | Defensive response or response that fails to demonstrate additional fact-finding | Response demonstrates bias towards a particular constituent group (parents, students, or teachers) or lack of attention to data and fact-finding | Response demonstrates additional fact-finding and specific actions that demonstrate the candidate truly values and listens to parents and students while appropriately supporting teacher professionalism |
| Problem solving skills | Identifies actions that avoid addressing concerns directly | Identifies actions that create accommodating or competing solutions (win-lose) | Identifies solutions that are likely to satisfy every stakeholder (win-win) |
| Writing | Writing contains a number of grammatical or punctuation errors and is not graduate level | Writing is graduate level but contains a few grammatical or punctuation errors | Writer uses language to express ideas clearly and error-free |
| Emotional quotient | Reflects an awareness of personal values and beliefs versus the responsibilities that are associated with the role | Reflects an awareness of personal as well as other's values, beliefs and contexts versus the responsibilities that are associated with the role | Reflects an understanding of how personal and other values, beliefs and contexts interact and outplay making a decision that aligns with the expectations of the role |
| Diversity & Inclusion | Identifies and discusses only one aspect of diversity. Does not distinguish inclusion from diversity | Identifies and discusses only the most commonly regarded aspects of diversity (e.g., race, gender) with no considerations for intersectionality. Discusses inclusion somewhat passively; recognizes some barriers that individuals and groups face | Identifies and discusses many intersectional aspects of diversity. Discusses inclusion as an active process; recognizes barriers that individuals and groups face |

out of 15 points

Describe a time when you advocated for someone during a challenging situation. What were the qualities and skills you exhibited?

| Criteria | 1 point | 2 points | 3 points |
|-----------------------------|--|---|---|
| Examples of Advocacy | Describes a scenario but it is not a clear example, or only one quality associated with advocacy is provided | Describes an advocacy scenario and/or qualities, but they are shallow or surface level explanations | Clearly describes an advocacy scenario, providing a specific example and/or thoroughly describes several qualities associated with advocacy |
| Writing | Writing contains a number of grammatical or punctuation errors and is not graduate level. | Writing is graduate level but contains a few grammatical or punctuation errors. | Writing uses language to express ideas clearly and error-free. |
| Emotional quotient | Reflects an awareness of personal values and beliefs. | Reflects an awareness of personal as well as other's values, beliefs and contexts. | Reflects an understanding of how personal and other values, beliefs and contexts interact and outplay. |

_____ out of 9 points

What do you hope to learn from this experience?

| Criteria | 1 point | 2 points | 3 points |
|----------------------------|--|---|---|
| Meaningful learning | Describes one concept he/she would like to learn with no examples | Describes what he/she would like to learn but the examples are show an introductory level of learning | Clearly describes the meaningful learning he/she would like to receive using a specific and advanced examples |
| Impact on Practice | Answer alludes to how the learning will impact his/her practice | Answer clearly describes how his/her practice will be impacted | Answer clearly describes how practice will impact his/her practice and supported with specific examples |
| Writing | Writing contains a number of grammatical or punctuation errors and is not graduate level | Writing is graduate level but contains a few grammatical or punctuation errors | Writing uses language to express ideas clearly and error-free |
| Mindset | The answer provides little evidence of a growth mindset | Answer describes general growth mindset concepts but lacks specific context/action(s) | The action(s) described demonstrates a growth mindset for every student |
| Interest | Demonstrates minimal willingness to learn | Uses a positive tone and provides multiple experiences he/she hopes to learn | Uses a positive tone, is willing to learn from others, interested in receiving feedback and provides multiple experiences he/she hopes to learn |

_____ out of 15 points