

STUDENT SITUATION RUBRIC LOOK-FORS/RATINGS

Intern's Name

Assessor's
Name

Total Points Possible

20

Total Points Earned

Number of Scales

4

Overall Rating¹

1) ability to stay calm and unflustered; 2) ability to respond to the unexpected; 3) conflict resolution skills; 4) student-centeredness; 5) attention to equity issues; 6) reflection skills.

Criteria	Exemplary 5	Proficient 3	Developing 1
Demeanor: Ability to stay calm and unflustered. & Ability to respond to the unexpected. Rating for this Scale = ____	Remains calm and unflustered at all times. Avoids physically displaying stress/anxiety (halting speech, tapping foot, turning red, etc.). Remains fully engaged in the conversation throughout.	Becomes somewhat agitated/flustered (e.g., raises voice, loses train of thought, shows physical discomfort), but agitation does not interfere with or derail the conversation. May show some signs of stress/anxiety, but these do not interfere with or derail the conversation.	Becomes agitated to the point of seeming to be in distress and unable to facilitate the conversation. May become a mere observer of conversation. Stress/anxiety interferes with or derails ability to engage in the conversation.
	Maintains a professional demeanor (erect posture, attention on speaker, avoids interrupting or speaking over others, etc.).	Professional demeanor may show cracks or be unevenness, but maintains facilitation of the conversation.	Posture deflates or becomes defensive or standoffish. Becomes overbearing or withdraws from conversation. No longer adequately facilitates the conversation.

¹ Overall Rating = Total Points Earned divided by Number of Scales

Note: The expected level of performance for prospective school leaders is **Proficient**. Ratings in the **Exemplary** range are likely to be very rare at this stage in the leader's growth and development.

Criteria	Exemplary 5	Proficient 3	Developing 1
	Maintains facilitation of the conversation.		
	May show surprise at nature of the conversation but responds positively by moving forward with the debrief.	May take a few minutes to “get their legs under them,” but then is able to regroup and move debrief forward.	Seems to flounder to get “knocked off their game” by situation and is unable to move debrief forward.

Notes:

Criteria	Exemplary 5	Proficient 3	Developing 1
Student Centeredness	Focuses conversation and solution on the needs of the individual student, while considering the needs of the full class of students. Refocuses the conversation when it moves away from this focus.	Focuses on the needs of the individual student.	Focuses more on the preferences/comfort of the adults.
Rating for this Scale = ____	Prioritizes what is best for the student/s over what is preferred by the adults when forming solutions and identifying supports.	Works to prioritize what is best for students over what is preferred by the adults when forming solutions but may do this unevenly or not completely (e.g., tries to mollify/pacify an adult).	Does not prioritize student needs over adult preferences when forming solutions.

Notes

Criteria	Exemplary 5	Proficient 3	Developing 1
Conflict navigation Rating for this Scale = ____	Clearly articulates and explains areas of agreement/disagreement and non-negotiables, while working toward a win-win, consensus solution.	Identifies areas of agreement; handles disagreement constructively. Identifies a solution.	Does not identify areas of dis/agreement and/or does not work towards a solution.
	Listens to and clarifies all parties' perspectives.	Listens. May not clarify/revoice to ensure understanding and/or may not listen fully to all parties' perspectives.	Does not fully listen to all parties' perspectives. May invalidate, speak over, dismiss, or interrupt.
	Demonstrates compassion and empathy AND Demonstrates respect AND exhibits cultural sensitivity.	Demonstrates compassion and empathy. Demonstrates respect.	Fails to demonstrate compassion and/or empathy and/or respect.

Notes

Criteria	Exemplary 5	Proficient 3	Developing 1
Attention to Equity Issues Rating for this Scale = ____	Surfaces equity issues explicitly and attends to them.	Acts in ways that are aligned with an equity stance (e.g., decisions disrupt inequities; do not exacerbate inequities).	Fails to act in ways that disrupt inequities or exacerbates inequities (e.g., contributes to inequitable discipline data).

Notes:

Criteria	Exemplary 5	Proficient 3	Developing 1
Reflection skills	With little prompting, reflects thoroughly and with self-awareness on one's own actions and behaviors, the situation/others, and the broader context.	Reflects on one's own behavior AND/OR the situation/others. May need substantial prompting AND/OR lack some degree of self-awareness.	Needs significant prompting to reflect. AND/OR Reflection may be shallow or insufficient. AND/OR May be dismissive or defensive.
Rating for this Scale = ____	Identifies multiple, specific strengths and areas for growth.	Identifies a strength and area for growth and/or may be general/broad.	Fails to identify at least one strength and at least one area for growth.
	Identifies specific, actionable ways to do better moving forward.	Identifies ways to do better moving forward; these may be broad or lack detail (e.g., listen better).	Does not provide ideas for how to do better moving forward.

Notes:
