Liberty University - School of Behavioral Sciences

Outcome / Competency Evaluation

Faculty: Mary Deacon
Student: Samuel Landa
Assessment: Benchmark Leadership Interview
Completed: 06/18/24

COUC 860: Benchmark Leadership Interview Grading Rubric

	45 to >41 pts Advanced	40 to >38 pts Proficient	37 to >0.0 pts Developing	0 pts Not Present	**Advanced (44 pts)**
Evidence of Self-Reflection	The following items are well met: • Summary: Provided an overall summary of the interview that shows evidence of synthesizing the overall content of the interview. • Leadership Traits and Skills: Identified the interviewee's personal leadership traits and skills that were observed and discussed. Reflected on power or authority.	The following items are met: • Summary: Provided an overall summary of the interview that shows evidence of synthesizing the overall content of the interview. • Leadership Traits and Skills: Identified the interviewee's personal leadership traits and skills that were observed and discussed. Reflected on power or authority.	The following items are not well met: • Summary: Provided an overall summary of the interview that shows evidence of synthesizing the overall content of the interview. • Leadership Traits and Skills: Identified the interviewee's personal leadership traits and skills that were observed and discussed. Reflected on power or authority.	Not present.	

	• Personal Reflection: Identified the key traits and skills that will help them grow as a leader.	• Personal Reflection: Identified the key traits and skills that will help them grow as a leader.	• Personal Reflection: Identified the key traits and skills that will help them grow as a leader.	

Comments:

	15 to >13 pts Advanced	13 to >12 pts Proficient	12 to >0.0 pts Developing	0 pts Not Present	**Advanced (14 pts)**
Detail	The following items are well met: • Content flowed smoothly from one to another and were clearly linked to each other. • The writing was consistently professional and appropriate for an academic paper.	The following items are met: • Content flowed smoothly from one to another and were clearly linked to each other. • The writing was consistently professional and appropriate for an academic paper.	The following items are not well met: • Content flowed smoothly from one to another and were clearly linked to each other. • The writing was consistently professional and appropriate for an academic paper.	Not present.	

Comments:

	30 to >27.0 pts Advanced	27 to >24.0 pts Proficient	24 to >0.0 pts Developing	0 pts Not Present	**Advanced (29 pts)**

Organization, Spelling, Grammar, Formatting	The following items are well met: • The content is arranged logically • Current APA format used correctly • Evidence of proof reading: No typographical or grammatical errors	The following items are met: • The content is arranged logically • Current APA format used correctly • Evidence of proof reading: No typographical or grammatical errors	The following items are not well met: • The content is arranged logically • Current APA format used correctly • Evidence of proof reading: No typographical or grammatical errors	Not present.

Comments:

COUC 860: Leadership Interview Rubric
Standards
CACREP-DOC-2016.6.B.5.b leadership and leadership development in professional organizations
CACREP-DOC-2016.6.B.5.i role of counselors and counselor educators advocating on behalf of the profession and professional identity

Meets (3 pts)

	Exceeds (4.000 pts)	Meets (3.000 pts)	Emerging (2.000 pts)	Insufficient (1.000 pt)	No Evidence (0.000 pt)
Leadership and Leadership Development in Professional Organizations (1.000, 50.0%) CACREP-DOC-2016.6.B.5.b	Explained the role of leadership within 3 categories of professional organizations, including 3 of the 3 following topics: the role of leadership within professional organizations, how leadership is developed through	Explained the role of leadership within 3 categories of professional organizations, including 3 of the 3 following topics: the role of leadership within professional organizations, how leadership is developed through	Explained the role of leadership within 2 categories of professional organizations, including 2 of the 3 following topics: the role of leadership within professional organizations, how leadership is developed through	Explained the role of leadership within 1 category of professional organizations, including 1 of the 3 following topics: the role of leadership within professional organizations, how leadership is developed through	Did not explained the role of leadership within any categories of professional organizations and did not include any of the following topics: how leadership is developed through involvement in professional organizations,

	involvement in professional organizations, and how professional counseling is guided by professional organizations. AND Described in depth at least one practical step to develop leadership within 1 or more of these professional organizations.	involvement in professional organizations, and how professional counseling is guided by professional organizations.	involvement in professional organizations, and how professional counseling is guided by professional organizations.	involvement in professional organizations, and how professional counseling is guided by professional organizations.	and how professional counseling is guided by professional organizations.

Comments:

	Exceeds (4.000 pts)	Meets (3.000 pts)	Emerging (2.000 pts)	Insufficient (1.000 pt)	No Evidence (0.000 pt)	Meets (3 pts)
Role of Counselors and Counselor Educators Advocating on Behalf of the Profession and Professional Identity (1.000, 50.0%) CACREP-DOC-2016.6.B.5.i	Examined the role of counselors and counselor educators in advocating on behalf of the profession and professional identity AND Proposed 3 or more tasks for advocacy, with 1 each for professional advocacy and professional identity advocacy in which counselors and counselor educators can engage	Examined the role of counselors and counselor educators in advocating on behalf of the profession and professional identity AND Proposed 1 task for professional advocacy and 1 task for professional identity advocacy, in which counselors and counselor educators can engage	Examined the role of counselors and counselor educators in advocating on behalf of the profession and professional identity AND Proposed 1 task for either professional advocacy or professional identity advocacy, in which counselors and counselor educators can engage	Examined the role of counselors and counselor educators in advocating on behalf of the profession and professional identity, but did not propose any tasks	Did not examine the role of counselors and counselor educators in advocating on behalf of the profession and professional identity, and did not propose any tasks	

Comments:

Evaluation Score Summary

Title:	Score	Adj. Score	
Primary Evaluation	87.00	87.00	*Finalized*
SCORE:	**87.00**	**87.00**	