

Is receptive to supervisor and faculty feedback and acts meaningfully and professionally upon suggestions

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Ignores, refuses, or deflects feedback about work or behavior</li> <li>2. Argues inappropriately about feedback</li> <li>3. Blames circumstances or other people for problems with their work or behavior</li> <li>4. Shows little or no evidence of incorporation of feedback received</li> <li>5. Displays grudging attitude toward revisions of work or behavior changes</li> <li>6. Displays little or no desire for improvement</li> <li>7. Submits delayed revisions or no revisions of work</li> <li>8. Submits superficial revisions</li> <li>9. Takes feedback contrary to own position as personal affront</li> <li>10. Demonstrates greater willingness to give feedback than to receive it</li> </ol>	<ol style="list-style-type: none"> <li>1. Accepts feedback openly</li> <li>2. Actively seeks to understand feedback</li> <li>3. Expresses willingness and desire for improvement</li> <li>4. Shows evidence of active incorporation of feedback received into own views and behaviors</li> <li>5. Readily acts on suggestions</li> <li>6. Submits revision of work in a timely manner</li> <li>7. Demonstrates a balanced willingness to give and receive feedback.</li> </ol>

Reflects on his or her own progress and identifies strengths and weaknesses, including evaluating strategies for success, finding alternatives for inappropriate strategies, and modifying future practices

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Never or rarely reflects on progress even after faculty suggestion</li> <li>2. Contends that personal progress is sufficient and that self-reflection is not needed when evidence is to the contrary</li> <li>3. Rejects philosophy of continuous professional growth</li> <li>4. Focuses reflections on circumstances or other people instead of oneself as a way of deflecting reflection</li> <li>5. Identifies strengths, but very reluctant to reflect on weaknesses (or vice versa)</li> <li>6. Reflections are superficial</li> <li>7. Reluctantly considers strategies for professional growth even after considerable prompting and direction</li> <li>8. Employs strategies for professional growth that are superficial or inappropriate</li> </ol>	<ol style="list-style-type: none"> <li>1. Reflects appropriately on progress and makes needed changes</li> <li>2. Accurately articulates strengths and builds upon them</li> <li>3. Accurately articulates weaknesses and works to improve them</li> <li>4. Expresses willingness for continuous improvement</li> <li>5. Actively seeks strategies for professional growth</li> <li>6. Accepts own mistakes and responds to them as an opportunity for self-improvement</li> <li>7. Avoids blame in favor of self-examination</li> </ol>

Takes initiative in all learning experiences and responsibility for his or her own professional growth and development

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Never or rarely takes initiative; must consistently be told what to do; tends to rely on others</li> <li>2. Avoids or is reluctant to put forth effort, tackle problems, or make improvements</li> <li>3. Never or rarely seeks opportunities for professional growth and development</li> <li>4. Gives up easily; often says “I can’t”; finds excuses for quitting or making minimal effort</li> <li>5. Never or rarely proactively solves problems or seeks a better way</li> <li>6. Often misses deadlines and/or classes</li> <li>7. Never or rarely participates in class activities</li> <li>8. Displays little or no critical thinking or personal reflection in assignments and/or interactions with others</li> </ol>	<ol style="list-style-type: none"> <li>1. Consistently takes initiative and is proactive</li> <li>2. Consistently displays effort to make improvements</li> <li>3. Seizes opportunities for professional growth and development</li> <li>4. Proactively solves problems/seek solutions</li> <li>5. Regularly participates and actively engages in class activities</li> <li>6. Consistently displays critical thinking and personal reflection in assignments and/or interactions with others</li> </ol>

Is open to new ideas and engagement in learning

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Does not express curiosity about new ideas and information</li> <li>2. Rigidly adheres to own point of view to the exclusion of multiple perspectives</li> <li>3. Demonstrates intolerance of other points of view</li> <li>4. Never or rarely defines own learning goals</li> <li>5. Demonstrates a lack of interest in or resistance to learning</li> <li>6. Avoids or denigrates collaboration and discussion as helpful learning processes</li> </ol>	<ol style="list-style-type: none"> <li>1. Expresses curiosity about new ideas and information</li> <li>2. Weighs multiple perspectives when considering new ideas</li> <li>3. Respects the rights of others to hold views and beliefs different from one's own</li> <li>4. Takes initiative in defining own learning goals</li> <li>5. Actively engages in collaborative opportunities and discussions</li> </ol>

Demonstrates awareness of own cultural values and biases, actively works to understand clients’ worldviews, and applies culturally appropriate intervention strategies

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Demonstrates intolerance towards other cultures</li> <li>2. Demonstrates behaviors that indicate lack of awareness of one’s own personal biases</li> <li>3. Does not recognize the limits of their multicultural competence</li> <li>4. Does not take steps to enhance their attitudes, beliefs, knowledge and skills</li> <li>5. Demonstrates reluctance to or disinterest in learning about various cultures and peoples</li> <li>6. Demonstrates behaviors that devalue the cultures, languages, and ideas of others</li> <li>7. Avoids collaboration and engagement with those of different cultures and languages</li> <li>8. Acts with prejudice based on culture (e.g., race, ethnicity, gender, gender identity, sexual orientation, religion, ability, socio-economic status, etc.)</li> <li>9. Unjustly responds to students/clients based on perceived differences</li> <li>10. Does not engage in advocacy and social justice activities and interventions</li> <li>11. Pathologizes and/or talks about students/clients as “problems,” “hopeless,” “incapable,” etc. based on dimensions of diversity</li> </ol>	<ol style="list-style-type: none"> <li>1. Is receptive to other cultures</li> <li>2. Recognizes the limits of their multicultural competence</li> <li>3. Takes steps to enhance their attitudes, beliefs, knowledge and skills</li> <li>4. Identifies diversity as an opportunity to enrich one’s own knowledge, attitudes, and skills</li> <li>5. Actively seeks to learn about various cultures</li> <li>6. Works collaboratively and engages with members of various cultures</li> <li>7. Uses language and behavior that is respectful to the dignity of individuals and groups</li> <li>8. Justly responds to and promotes the well-being of students/clients</li> <li>9. Does not pathologize and/or talk about students/clients as “problems,” “hopeless,” “incapable,” etc., based on dimensions of diversity</li> <li>10. Engages in advocacy and social justice work</li> </ol>

Demonstrates professional ethical and legal behavior as defined by the respective codes of ethics and laws

<ol style="list-style-type: none"><li>1. Does not uphold the current professional ethical standards and maintains a high level of professional competence and integrity</li><li>2. Does not uphold current state and federal laws</li></ol>	<ol style="list-style-type: none"><li>1. Upholds the current professional ethical standards and maintains a high level of professional competence and integrity</li><li>2. Upholds current state and federal laws</li></ol>
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Communicates and cooperates effectively with others

<ol style="list-style-type: none"><li>1. Does not engage or passively engages in collaborative activities</li><li>2. Undermines goal achievement in collaborative activities</li><li>3. Unwilling to compromise in collaborative activities</li><li>4. Mainly concerned with one's own part in collaborative activities</li><li>5. Devalues others' perspective or contribution</li><li>6. Expresses unprofessional opinions about others</li><li>7. Does not demonstrate interest in developing effective communication and collaboration skills</li></ol>	<ol style="list-style-type: none"><li>1. Actively engages in collaborative activities</li><li>2. Willing to initiate compromise in order to reach group goals</li><li>3. Shows concern for group as well as individual goals in collaborative activities</li><li>4. Demonstrates interest in developing effective communication and collaboration skills</li><li>5. Values the perspective of students/clients and other professionals</li><li>6. Commits to clear oral and written communication both in traditional and in new and emerging digital formats</li></ol>
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Demonstrates consistent professional behavior across all settings

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Engages frequently in impolite, discourteous, or disrespectful behavior and/or communication</li> <li>2. Demonstrates disruptive behavior</li> <li>3. Ignores or reluctantly responds to reasonable professional requests</li> <li>4. Responds aggressively or inappropriately to feedback</li> <li>5. Demonstrates insensitivity to others feelings; lacks tact</li> <li>6. Arrives late; does not complete work on time; is insensitive to time constraints of others by not planning ahead or notifying others in emergencies</li> <li>7. Demonstrates behavior that is inappropriate for the context</li> </ol>	<ol style="list-style-type: none"> <li>1. Demonstrates polite, courteous, and respectful behavior and communication</li> <li>2. Actively demonstrates attentiveness without infringing upon others</li> <li>3. Expresses disagreement in an objective manner and considers other's perspectives</li> <li>4. Responds to requests conscientiously</li> <li>5. Listens to criticism with open-mindedness for personal growth</li> <li>6. Arrives in punctual manner and completes work in timely fashion; demonstrates sensitivity to the time constraints of others</li> <li>7. Balances directness and assertiveness with sensitivity to others</li> </ol>

Maintains appropriate interpersonal and professional boundaries

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Refers to clients/students as friends; meets with students/clients outside of professional settings</li> <li>2. Socializes with students outside of professional settings</li> <li>3. Provides personal contact information to students/clients for inappropriate reasons</li> <li>4. Reveals excessive personal information to students/clients</li> <li>5. Refers to faculty/instructors as friends; has an inappropriate understanding regarding the evaluative role of faculty</li> <li>6. Engages in inappropriate and/or aggressive written and/or verbal communication about/with faculty, staff, or other students</li> </ol>	<ol style="list-style-type: none"> <li>1. Adheres to the limits and responsibilities that allow for safe connections between counselors and clients/students and their families</li> <li>2. Demonstrates commitment to building a professional relationship with clients/students and their families</li> <li>3. Understands the limits and responsibilities that allow for safe and growth-facilitating professional relationships with faculty/instructors</li> <li>4. Demonstrates a respectful professional relationship with faculty/instructors/staff/peers in all interactions and communication (both written and verbal)</li> </ol>

Accepts personal responsibility for one's behavior

Concern	Appropriate
<ol style="list-style-type: none"> <li>1. Demonstrates a reluctance to hold self accountable for decisions or actions</li> <li>2. Refuses or is reluctant to accept responsibility for one's professional behavior and academic performance</li> <li>3. Fails to acknowledge the seriousness of falsifying professional practice documents</li> <li>4. Fails to recognize the limits of one's competence, the need to seek guidance in challenging situations, and/or the need for continuous improvement</li> <li>5. Never or rarely sets personal goals or evaluates one's-progress toward meeting goals</li> </ol>	<ol style="list-style-type: none"> <li>1. Accepts the concept of accountability and holds self accountable for decisions or actions</li> <li>2. Accepts personal responsibility for one's professional behavior and academic performance</li> <li>3. Seeks advice when he/she encounters problems beyond their competence</li> <li>4. Understands the importance of accurately recording professional practice related documentation</li> <li>5. Commits to setting and continuously evaluating progress towards personal goals</li> </ol>

Expresses feelings and opinions effectively and appropriately to the setting

Concern	Appropriate
<ol style="list-style-type: none"><li>1. Expresses feelings and opinions that are inappropriate to the setting</li><li>2. Fails to reflect upon feedback provided with regard to inappropriate expressions of feelings and opinions</li><li>3. Displays a resistance to discussions of feelings and opinions during supervision and class</li></ol>	<ol style="list-style-type: none"><li>1. Expresses own feelings and opinions that are consistently appropriate to the setting</li><li>2. Is able to reflect upon feedback provided with regard to inappropriate expressions of feelings and opinions</li><li>3. Initiates discussion of own feelings and opinions in supervision and class</li></ol>