

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

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

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

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

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

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

Is open to new ideas and engagement in learning

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

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

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

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

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| <ol style="list-style-type: none">1. Does not uphold the current professional ethical standards and maintains a high level of professional competence and integrity2. Does not uphold current state and federal laws | <ol style="list-style-type: none">1. Upholds the current professional ethical standards and maintains a high level of professional competence and integrity2. Upholds current state and federal laws |
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Communicates and cooperates effectively with others

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| <ol style="list-style-type: none">1. Does not engage or passively engages in collaborative activities2. Undermines goal achievement in collaborative activities3. Unwilling to compromise in collaborative activities4. Mainly concerned with one's own part in collaborative activities5. Devalues others' perspective or contribution6. Expresses unprofessional opinions about others7. Does not demonstrate interest in developing effective communication and collaboration skills | <ol style="list-style-type: none">1. Actively engages in collaborative activities2. Willing to initiate compromise in order to reach group goals3. Shows concern for group as well as individual goals in collaborative activities4. Demonstrates interest in developing effective communication and collaboration skills5. Values the perspective of students/clients and other professionals6. Commits to clear oral and written communication both in traditional and in new and emerging digital formats |
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Demonstrates consistent professional behavior across all settings

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| <ol style="list-style-type: none"> 1. Engages frequently in impolite, discourteous, or disrespectful behavior and/or communication 2. Demonstrates disruptive behavior 3. Ignores or reluctantly responds to reasonable professional requests 4. Responds aggressively or inappropriately to feedback 5. Demonstrates insensitivity to others feelings; lacks tact 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 7. Demonstrates behavior that is inappropriate for the context | <ol style="list-style-type: none"> 1. Demonstrates polite, courteous, and respectful behavior and communication 2. Actively demonstrates attentiveness without infringing upon others 3. Expresses disagreement in an objective manner and considers other's perspectives 4. Responds to requests conscientiously 5. Listens to criticism with open-mindedness for personal growth 6. Arrives in punctual manner and completes work in timely fashion; demonstrates sensitivity to the time constraints of others 7. Balances directness and assertiveness with sensitivity to others |

Maintains appropriate interpersonal and professional boundaries

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

Accepts personal responsibility for one's behavior

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

Expresses feelings and opinions effectively and appropriately to the setting

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