Shippensburg University
Department of Counseling & College Student Personnel

Professional Performance Review Department of Counseling and College Student Personnel

Student name_____ Is this a _____self evaluation or _____review by faculty member?
Faculty member_____ Date_____

Please circle the bullet point descriptions that best describe your/the student's behavior.

1. *Openness to new ideas* Unacceptable	Acceptable	Exemplary
• Was dogmatic about own perspective and ideas. • Ignored or was defensive about constructive feedback. • Showed little or no evidence of incorporating constructive feedback received to change own behavior.	• Was amenable to discussion of perspectives other than own. • Accepts constructive feedback without defensiveness • Some evidence of effort to incorporate relevant feedback received to change own behavior.	• Solicited others' opinions and perspectives about own work. • Invited constructive feedback, and demonstrated interest in others' perspectives. • Showed strong evidence of incorporation of feedback received to change own behavior.

2. *Flexibility* Unacceptable	Acceptable	Exemplary
• Showed little or no effort to recognize changing demands in the professional & interpersonal environment. • Showed little or no effort to alter own response to changing environmental demands. • Refused to alter own response to changing environmental demands despite knowledge of the need for change. • Was intolerant of unforeseeable or necessary changes in established schedule or protocol.	• Effort to recognize changing demands in the professional & interpersonal environment was evident but sometimes inaccurate. • Effort to alter own response to new environmental demands was evident but sometimes inaccurate. • Altered own response to changing environmental demands when directed to do so. • Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them.	• Showed accurate effort to recognize changing demands in the professional & interpersonal environment. • Showed accurate effort to alter own response to changing environmental demands as needed. • Independently monitored the environment for changing demands and altered own response accordingly. • Attempts to understand needs for change in established schedule or protocol. • Accepted necessary changes in established schedule and attempted to discover the reasons for them.

3. *Cooperativeness with others* Unacceptable	Acceptable	Exemplary
• Showed little or no engagement in collaborative activities. • Undermined goal achievement in collaborative activities. • Was unwilling to compromise in collaborative activities.	• Engaged in collaborative activities but with minimum input. • Accepted but rarely initiated compromise in collaborative activities. • Was concerned mainly with own part in collaborative activities.	• Worked actively toward reaching consensus in collaborative activities. • Was willing to initiate compromise in order to reach group consensus. • Showed concern for group as well as individual goals in collaborative activities.

4. *Willingness to accept and use feedback* Unacceptable	Acceptable	Exemplary
• Discouraged feedback from others through defensiveness and anger. • Showed little or no evidence of incorporation of feedback received. • Took feedback contrary to own position as a personal affront. • Demonstrated greater willingness to give feedback than receive it.	• Was generally receptive to feedback. • Showed some evidence of incorporating feedback into own views and behaviors. • Showed some defensiveness to critique through "over-explanation of own actions"—but without anger. • Demonstrated greater willingness to receive feedback than to give it.	• Invited feedback by direct request and positive acknowledgement when received. • Showed evidence of active incorporation of supervisory feedback received into own views and behaviors. • Demonstrated a balanced willingness to give and receive supervisory feedback.

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5. *Awareness of impact on others*

Unacceptable	Acceptable	Exemplary
• Words and actions reflected little or no concern for how others were impacted by them. • Ignored feedback about how words and actions were negatively impacting others.	• Effort to determine how own words and actions impacted others was evident but sometimes inaccurate. • Respond as necessary to feedback regarding negative impact of own words and actions on others, but at times, with resentment.	• Effort toward recognition of how own words and actions impacted others. • Initiates feedback from others regarding impact of own words and behaviors. • Regularly incorporates feedback regarding impact of own words and behaviors to effect positive change.

6. *Ability to deal with conflict*

Unacceptable	Acceptable	Exemplary
• Was unable or unwilling to consider others' points of view. • Showed no willingness to examine own role in a conflict. • Ignored advisement if not in agreement with own position. • Showed no effort at problem solving. • Displayed hostility when conflicts were addressed.	• Attempted but sometimes had difficulty grasping conflicting points of view. • Would examine own role in a conflict when directed to do so. • Was responsive to supervision in a conflict if it was offered. • Participated in problem solving when directed.	• Willing and able to consider others' points of view. • Willing to examine own role in a conflict. • Was consistently open to supervisory critique about own role in a conflict. • Initiated problem solving efforts in conflicts. • Actively participated in problem solving efforts.

7. *Ability to accept personal responsibility*

Unacceptable	Acceptable	Exemplary
• Refused to admit mistakes or examine own contribution to problems. • Lied, minimized, or embellished the truth to extricate self from problems. • Consistently blamed others for problems without self-examination.	• Was willing to examine own role in problems when informed of the need to do so • Was accurate and honest in describing own and others' roles in problems. • Might blame initially, but was open to self-examination about own role in problems.	• Monitored own level of responsibility in professional performance. • Invited constructive critique from others and applied it toward professional growth. • Accepted own mistakes and responded to them as opportunity for self-improvement. • Avoided blame in favor of self-examination

8. *Ability to express feelings effectively and appropriately*

Unacceptable	Acceptable	Exemplary
• Showed no evidence of willingness and ability to articulate own feelings. • Showed no evidence of willingness and ability to recognize and acknowledge the feelings of others. • Acted out negative feelings (through negative behaviors) rather than articulating them. • Expressions of feelings were inappropriate to the setting. • Was resistant to discussion of feelings in supervision.	• Showed some evidence of willingness and ability to articulate own feelings, but with limited range. • Showed some evidence of willingness and ability to acknowledge others' feelings—sometimes inaccurate. • Expressions of feeling usually appropriate to the setting—responsive to supervision when not. • Willing to discuss own feelings in supervision when directed.	• Was consistently willing and able to articulate and acknowledge the full range of feelings. • Expression of own feelings was consistently appropriate to the setting. • Initiated discussion of own feeling in supervision.

9. *Attention to ethical and legal considerations*		
Unacceptable	Acceptable	Exemplary
• Engaged in dual relationships • Acted with prejudice toward those of different race, culture, gender, or sexual orientation than self. • Endangered the safety and the well being of others. • Breached established rules for protecting confidentiality and privacy.	• Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions. • Was responsive to supervision for occasional insensitivity to diversity in professional interactions. • Used judgment that could have put others safety and well being at risk. • Used judgment that could have put confidentiality and privacy at risk.	• Maintained clear personal-professional boundaries. • Demonstrated consistent sensitivity to diversity. • Satisfactorily ensured safety and well-being. • Appropriately safeguarded privacy and confidentiality.
10. *Initiation and Dependability*		
Unacceptable	Acceptable	Exemplary
• Often missed deadlines and classes. • Rarely participated in class activities. • Often failed to meet minimal expectations in assignments. • Displayed little or no initiative and creativity in assignments.	• Missed the maximum allowable classes and deadlines. • Usually participated in class activities. • Met only the minimal expectations in assigned work. • Showed some initiative and creativity in assignments.	• Met all attendance requirements and deadlines. • Regularly participated in class activities. • Met or exceeded expectations in assigned work. • Consistently displayed initiative and creativity in assigned work.
11. *Effective Communication*		
Unacceptable	Acceptable	Exemplary
• Often writes and speaks in unclear ways. • Cannot convey abstract or complex thoughts in a way understandable to the audience. • Does not use feedback to improve communication skills. • Does not see connection between writing and professionalism.	• Usually uses appropriate syntax. • At times conveys abstract and complex thoughts in understandable ways to the audience. • Uses feedback about communication inconsistently. • Shows some understanding of connection between writing and professionalism.	• Consistently uses appropriate syntax. • Consistently conveys abstract and complex thoughts in ways understandable to the audience. • Uses feedback to not make previous writing errors. • Acts on connection between effective writing and professionalism.

Interventions agreed to include:

Student's Signature_____

Faculty Member's Signature_____

    The signature indicates that the student and faculty member have met and discussed the contents of this PPR.

    *Adopted from William and Mary