

Professional Performance Evaluation Form And Rubric

Student: _____ Semester/Year: _____

Reviewer: _____ Date: _____

Professional Performance Standards	1	2	3	4	5	Comments
<i>Professional Behaviors</i>						
1. Attention to Ethical and Legal Considerations						
<i>Interpersonal Indicators</i>						
2. Cooperativeness with Others						
3. Awareness of Own Impact on Others						
4. Ability to Deal with Conflict						
<i>Personal Dispositions</i>						
5. Openness to New Ideas						
6. Flexibility						
7. Willingness to Accept and Use Feedback						
8. Ability to Accept Personal Responsibility						
9. Ability to Express Feelings Effectively and Appropriately						
10. Initiative and Motivation						

Rubric for Rating the Professional Performance Standards

Professional Behaviors				
1. Attention to Ethical & Legal Considerations. Rated from Inattentive (1) to Attentive (5)				
1	2	3	4	5
Engaged in dual relationships with clients		Was responsive to supervision for occasional personal-professional boundary confusion in verbal interactions with clients		Maintained clear personal-professional boundaries with clients
Acted with prejudice toward those of different race, culture, gender or sexual orientation or other diversity than self		Was responsive to supervision for occasional insensitivity to diversity in professional interactions		Demonstrated consistent sensitivity to diversity
Endangered the safety and the well-being of clients		Used judgment that could have put client safety and well-being at risk		Satisfactorily ensured client safety and well-being
Breached established rules for protecting client confidentiality including safeguards in technology used		Used judgment that could have put client confidentiality at risk including not used safeguards for any technology utilized		Appropriately safeguarded the confidentiality of clients including any technology used
Demonstrated insensitivity to role differences and power dynamics that may exist in relationships and settings, and does not manage them appropriately		Sometimes maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately		Always maintained sensitivity to role differences and power dynamics that may exist in relationships and settings, and manages them appropriately

Interpersonal				
2. Cooperativeness with Others. Rated from Uncooperative (1) to Cooperative (5)				
1	2	3	4	5
Demonstrated little or no engagement in collaborative activities		Engaged in collaborative activities but with minimum input		Worked actively toward reaching consensus in collaborative activities
Demonstrated unwillingness to compromise in collaborative activities		Accepted but rarely initiated compromise in collaborative activities		Demonstrated willingness to initiate compromise in order to reach group consensus
Undermined goal achievement in collaborative activities		Was concerned mainly with own part in collaborative activities		Showed concern for group as well as individual goals in collaborative activities

3. Awareness of Impact on Others. Rated from Unaware (1) to Aware (5)				
1	2	3	4	5
Words and actions reflected little or no concern for how others were impacted by them		Effort to determine how own words and actions impacted others was evident but sometimes inaccurate		Effort toward recognition of how own words and actions impacted others was accurate
Ignored supervisory feedback about how words and actions were negatively impacting others		Responded as necessary to feedback regarding negative impact of words and actions but at times, with resentment		Initiated feedback from others regarding impact of own words and behaviors; regularly incorporated feedback to effect positive change

4. Ability to Deal with Conflict. Rated from Unable (1) to Able (5)				
1	2	3	4	5
Was unable or unwilling to consider others' points of view		Attempted but sometimes had difficulty grasping conflicting points of view		Demonstrated willingness and ability to consider others' points of view
Did not demonstrate willingness to examine own role in a conflict		Examined own role in a conflict only when directed to do so		Displayed willingness to examine own role in conflict consistently
Ignored supervisory advisement if not in agreement with own position		Was responsive to supervision in a conflict if it was offered		Was consistently open to supervisory critique about own role in a conflict
Did not show any effort at problem solving		Participated in problem solving when directed		Initiated problem solving efforts in conflicts
Displayed hostility when conflicts were addressed				Actively participated in problem solving efforts

Personal Dispositions				
5. Openness to New Ideas. Rated from Closed (1) to Open (5)				
1	2	3	4	5
Was dogmatic about own perspective and ideas		Was amenable to discussion of perspectives other than own		Solicited others' opinions and perspectives about own work
Ignored or was defensive about constructive feedback		Accepted constructive feedback without defensiveness		Invited constructive feedback and demonstrated interest in others' perspectives
Showed little or no evidence of incorporating constructive feedback received to change own behavior		Demonstrated some evidence of effort to incorporate relevant feedback received to change own behavior		Demonstrated strong evidence of incorporation of feedback received to change own behavior

6. Flexibility. Rated from Inflexible (1) to Flexible (5)				
1	2	3	4	5
Showed little or no effort to recognize changing demands in the professional and interpersonal environment		Made some effort to recognize changing demands in the professional and interpersonal environment but was sometimes inaccurate		Showed accurate effort to recognize changing demands in the professional and interpersonal environment
Showed little or no effort to flex own response to changing environmental demands		Effort to flex own response to new environmental demands was evident but sometimes inaccurate		Demonstrated accurate effort to flex own response to changing environmental demands as needed
Refused to flex own response to changing environmental demands despite knowledge of the need for change		Flexed own response to changing environmental demands when directed to do so		Independently monitored the environment for changing demands and flexed own response accordingly
Was intolerant of unforeseeable or necessary changes in established schedule or protocol		Accepted necessary changes in established schedule or protocol, but without effort to understand the reason for them		Accepted necessary changes in established schedule and attempted to understand needs for them

7. Willingness to Accept and Use Feedback. Rated from Unwilling (1) to Willing (5)				
1	2	3	4	5
Discouraged feedback from others through defensiveness and anger		Was generally receptive to supervisory feedback		Invited feedback by direct request and positive acknowledgement when received
Showed little or no evidence of incorporating supervisory feedback received		Showed some evidence of incorporating supervisory feedback into own views and behaviors		Showed evidence of active incorporation of supervisory feedback received into own views and behaviors
Perceived feedback contrary to his/her own position as a personal affront		Showed some defensiveness to critique through "over-explanation" of actions but without anger		Openly accepted constructive feedback as an opportunity to grow and become a better service provider
Demonstrated greater willingness to give feedback than to receive it		Demonstrated greater willingness to receive feedback than to give it		Demonstrated a balanced willingness to give and receive supervisory feedback

8. Ability to Accept Personal Responsibility. Rated from Unable (1) to Able (5)				
1	2	3	4	5
Refused to admit mistakes or examine own contribution to problems		Was willing to examine own role in problems when informed of the need to do so		Monitored own level of responsibility in professional performance
Lied, minimized or embellished the truth to extricate self from problems		Was accurate and honest in describing own and others roles in problems		Invited constructive critique from others and applied it toward professional growth
Consistently blamed others for problems without self-examination		Potential to blame others initially, but later was open to self-examination about own role in problems		Accepted own mistakes and responded to them as opportunity for self-improvement; Avoided blame in favor of self-examination

9. Ability to Express Feelings Effectively and Appropriately. Rated from Unable (1) to Able (5)				
1	2	3	4	5
Showed no evidence of willingness and ability to articulate own feelings		Showed some evidence of willingness and ability to articulate own feelings, but with limited range		Was consistently willing and able to articulate the full range of own feelings
Showed no evidence of willingness and ability to recognize & acknowledge the feelings of other		Showed some evidence of willingness and ability to acknowledge others' feelings – sometimes inaccurate		Showed evidence of willingness and accurate ability to acknowledge others' feelings
Acted out negative feelings (through negative behaviors) rather than articulating them				
Expressions of feeling were inappropriate to the setting		Expressions of feelings usually appropriate to the setting and was responsive to supervision when not		Expression of own feelings was consistently appropriate to the setting
Was resistant to discussion of own personal feelings in supervision		Willing to discuss own feelings in supervision when directed		Initiated discussion of own feelings in supervision

10. Initiative and Motivation. Rated from Poor (1) to Good (5)				
1	2	3	4	5
Often missed deadlines and classes		Missed the maximum allowable classes and deadlines		Met all attendance requirements and deadlines
Rarely participated in class activities		Usually participated in class activities		Regularly participated in class activities
Often failed to meet minimal expectations in assignments		Met only the minimal expectations in assigned work		Met or exceeded expectations in assigned work
Displayed little or no initiative and creativity in assignments		Showed some initiative and creativity in assignments		Consistently displayed initiative and creativity in assigned work