Plymouth State University

Student Monitoring Form

The following form is used by Counselor Education and School Psychology faculty to review specific performance objectives of students. The form is subsequently reviewed by the Counselor Education and School Psychology faculty in consultation with adjunct faculty at the conclusion of each academic term.

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| **Student**:  | **Term**:  |
| **Course**:  | **Faculty**: |

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| 1. **Openness**
 |
| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Often dogmatic about ownperspective and ideas | Amenable to discussion of perspectives other than own | Solicits others’ opinions and perspectives about own work |
| Shows resistance to learning new perspectives or ideas | Shows some receptiveness to learning new perspectives or ideas | Shows strong evidence of openness to learn new perspectives or ideas |
| Comments: |

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| 1. **Cognitive flexibility and acceptance of ambiguity**
 |
| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Evidences rigidity of thought | Committed to developing own cognitive flexibility although struggles at times | Regularly demonstrates appropriate cognitive flexibility |
| Tends to demonstrate inflexibility in modifying ideas, materials, plans, or clinical work | Usually demonstrates flexibility in modifying ideas, materials, plans, or clinical work | Consistently demonstrates flexibility in modifying ideas, materials, plans, or clinical work |
| Evidences difficulty understanding or accepting ambiguity | Sometimes understands and accepts ambiguity | Fully accepts ambiguity |
| Comments: |

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| 1. **Cooperation**
 |
| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Shows little engagement, undermines goal achievement, or fails to compromise in cooperative activities | Engages in cooperative activities, supports goal achievement, and compromises in cooperative activities | Actively engages in cooperative activities, effectively supports goal achievement, and initiates compromises in cooperative activities |
| Inadequately or infrequently demonstrates collaboration with peers, faculty, and/or site personnel | Demonstrates collaboration with peers, faculty, and/or site personnel | Consistently initiates and seeks out opportunities to collaborate with peers, faculty, and/or site personnel |
| Often fails to contribute own perspectives in cooperative activities | Sometimes contributes own perspectives in cooperative activities | Regularly contributes own perspectives in cooperative activities in a respectful manner |
| Comments: |

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| 1. **Reflectivity and use of feedback**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Rarely seeks feedback | Sometimes seeks feedback | Actively seeks feedback |
| Infrequently receptive to feedback | Generally receptive to feedback | Receives, reflects, and responds to feedback effectively and appropriately |
| Infrequently engages in reflective practice regarding own content knowledge and behavior patterns | Generally responds to feedback by engaging in reflective practice regarding own content knowledge and behavior patterns | Has developed the habit of engaging in reflective practice regarding own content knowledge and behavior patterns |
| Comments: |

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| 1. **Awareness of own impact on others**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Words and actions reflect little or no awareness for how others are impacted or influenced by one’s own speech or behavior | Demonstrates effort to determine how own words and actions impact or influence others | Consistently and accurately recognizes how own words and actions impact or influence others |
| Comments: |

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| 1. **Cultural awareness and diversity**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Shows little understanding or appreciation for one’s own cultural heritage or for the cultural differences of others | Generally shows awareness of own cultural background, as well as an understanding of how culture and identity affect others | Identifies challenges and opportunities afforded by their own culture as well as cultural identities other than their own |
| Demonstrates little awareness of own culture or a desire to learn about other cultures | Generally demonstrates respect for the needs and differences of others | Actively works to understand the cultural backgrounds of others and uses this to respond appropriately |
| Shows some insensitivity to individual differences and diversity | Generally accepts values and beliefs different from own | Assertively respects the fundamental rights, dignity, and worth of all people |
| Comments: |

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| 1. **Managing conflict**
 |
| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Demonstrates little evidence of managing differences and misunderstandings with respect and skill | Generally manages differences and misunderstandings with respect and skill | Regularly manages differences and misunderstandings with respect and skill |
| Rarely examines own role in conflict or considers perspectives of others | Generally examines own role in conflict and considers others’ points of view | Regularly examines own role in conflict and considers others’ points of view |
| Comments: |

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| 1. **Personal responsibility**
 |
| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Struggles with punctuality, preparedness, and meeting deadlines | Generally punctual, prepared, and meets deadlines | Punctual, prepared, and meets all deadlines |
| Shows little evidence of taking personal responsibility for expanding own knowledge base | Generally takes personal responsibility for expanding own knowledge base | Regularly takes personal responsibility for expanding own knowledge base |
| Tends not to accept personal responsibility for mistakes, frequently blames others | Generally accepts personal responsibility for mistakes | Accepts personal responsibility for mistakes |
| Comments: |

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| 1. **Emotional self-expression**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Infrequently or inadequately articulates own feelings in an effective and/or appropriate manner | Generally articulates own feelings in an effective and appropriate manner | Consistently articulates the full range of own feelings in an effective and appropriate manner |
| Often unaware of own emotions and behaviors that interfere with appropriate interpersonal interactions | Generally aware of own emotions and behaviors that interfere with appropriate interpersonal interactions | Consistently aware of own emotions and behaviors that interfere with appropriate interpersonal interactions and manages them effectively |
| Infrequently or inadequately demonstrates skillful self-disclosure | Generally demonstrates skillful self-disclosure | Regularly demonstrates skillful self-disclosure |
| Comments: |

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| 1. **Attention to professional, ethical, and legal considerations**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Demonstrates little evidence of incorporating professional, ethical, and legal considerations in coursework or fieldwork experiences | Fully committed to ethical practice and generally evidences professional, ethical, and legal behavior | Behaves in a professional, ethical, and legal manner at all times |
| Has not adequately developed a strong sense of professional judgment | Generally demonstrates a strong sense of professional judgment | Has developed a strong sense of professional judgment |
| Evidences gaps in ethical knowledge and practice that could potentially endanger the safety and well-being of clients | Appropriately identifies and seeks feedback regarding ethical concerns, but relies heavily upon supervisors to reach sound decisions | Evidences increasingly appropriate levels of independence in navigating ethical concerns to ensure client safety and well-being |
| Comments: |

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| 1. **Initiative, motivation, and engagement**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Evidences low levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities | Evidences acceptable levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities | Evidences exceptional levels of initiative, motivation, and engagement in coursework, classroom, and field-based activities |
| Displays little motivation to grow professionally  | Displays motivation to grow professionally  | Clearly motivated to grow professionally  |
| Comments: |

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| 1. **Academic Performance**
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| *Does not meet target* | *Approaches target (acceptable)* | *Meets target* |
| Written and oral communication reflects difficulties in using discipline-specific style and language | Written and oral communication reflects acceptable skill in using discipline-specific style and language | Written and oral communication reflects excellence in using discipline-specific style and language |
| Shows little evidence of synthesizing information and relevant research in a coherent and logical manner | Generally demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner | Consistently demonstrates evidence of synthesizing information and relevant research in a coherent and logical manner |
| Demonstrates little evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences | Generally demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences | Regularly demonstrates evidence of applying pertinent information from the professional literature to coursework and fieldwork experiences |
| Comments: |