# **Professional Characteristics Checklist**

|  |  |  |  |
| --- | --- | --- | --- |
| Student: |  | Cooperating professional: |  |

|  |  |  |  |
| --- | --- | --- | --- |
| University supervisor: |  | Advisor: |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date 1: |  | Date 2: |  | Date 3: |  |

**Instructions for Rating the Student’s Performance**

|  |  |
| --- | --- |
| **N/A** | Not applicable |
| **NI** | Needs improvement |
| **E** | Emerging |
| **S** | Satisfactory performance for a beginning professional |

*Directions: When completing the form initially (at the beginning of the remediation process), indicate items of particular concern by putting a \* in front of the relevant item. At the midterm and final 3-way meetings, the student, CP, and US each completes the ratings independently and then meet to come to consensus on the ratings.*

| **Item** | **Initial** | **Midterm** | **Final** |
| --- | --- | --- | --- |
| **Rating** | **Comments** | **Rating** | **Comments** | **Rating** | **Comments** |
| Professional behavior |
|  | 1. Present self in a positive and professional manner in professional interactions with children, staff, and families.
 |  |  |  |  |  |  |
|  | 1. Demonstrate high standards of personal integrity, truthfulness, trust, and honesty in all practicum activities and with all individuals.
 |  |  |  |  |  |  |
|  | 1. Demonstrate empathy, respect, and concern for children and families, staff, and others with whom the student works, honoring their beliefs, values, customs, and culture.
 |  |  |  |  |  |  |
|  | 1. Demonstrate in behavior and language, respect and appreciation for the unique value and human potential of each child.
 |  |  |  |  |  |  |
|  | 1. Protect the privacy and confidentiality of information regarding children and families, staff, and others.
 |  |  |  |  |  |  |
|  | 1. Demonstrate awareness of policies and procedures of practicum site.
 |  |  |  |  |  |  |
|  | 1. Demonstrate respect for “chain of command” by consulting appropriate people with concerns or questions.
 |  |  |  |  |  |  |
|  | 1. Demonstrate the ability to work independently and initiate responsibilities without prompting.
 |  |  |  |  |  |  |
|  | 1. Follow through with revisions and modifications to assignments in a timely manner and ensure relevant parties are made aware of issues and outcomes.
 |  |  |  |  |  |  |
|  | 1. Initiate meetings and conferences with the university supervisor and the cooperating professional as needed.
 |  |  |  |  |  |  |
|  | 1. Assume negotiated responsibilities in an acceptable manner and participate in the decision-making process associated with responsibilities.
 |  |  |  |  |  |  |
|  | 1. Act in a self-directed manner, recognize the need for additional information or guidance and act on it at an appropriate time and place.
 |  |  |  |  |  |  |
|  | 1. Demonstrate flexibility in behavior by “thinking on your feet” and alter behavior according to the situation at hand.
 |  |  |  |  |  |  |
|  | 1. Recognize the need for additional information and appropriately use resources within and outside of the practicum site, including supervisors and cooperating professionals.
 |  |  |  |  |  |  |
|  | 1. Consider advice and suggestions when implementing assignments.
 |  |  |  |  |  |  |
|  | 1. Accept feedback from others in a positive manner.
 |  |  |  |  |  |  |
|  | 1. Adhere to the site schedule.
 |  |  |  |  |  |  |
|  | 1. Arrive on time for meetings and bring all necessary materials.
 |  |  |  |  |  |  |
|  | 1. Demonstrate appropriate work habits, including effective time management, dependability, and punctuality.
 |  |  |  |  |  |  |
|  | 1. Follow timelines for written assignments with the university supervisor, the cooperating professional, and others involved in practicum work in a dependable and punctual manner.
 |  |  |  |  |  |  |
|  | 1. Be appropriately attired and neatly groomed.
 |  |  |  |  |  |  |
|  | 1. Work enthusiastically with children, families, and staff.
 |  |  |  |  |  |  |
| Reflective skills |
|  | 1. Demonstrate the ability to reflect on one’s own behavior in relation to daily interactions with staff, children, families, and others.
 |  |  |  |  |  |  |
|  | 1. Demonstrate the ability to reflect on cooperating professional’s and university supervisor’s feedback in written and/or oral form.
 |  |  |  |  |  |  |
|  | 1. Expand reflections to develop strategies for self-improvement and professional growth.
 |  |  |  |  |  |  |
| Interpersonal skills |
|  | 1. Greet others using a positive/pleasant tone of voice.
 |  |  |  |  |  |  |
|  | 1. When leading a meeting, conduct introductions, providing appropriate background information about each person.
 |  |  |  |  |  |  |
|  | 1. Thank others for tasks, work, effort, deeds, and concern.
 |  |  |  |  |  |  |
|  | 1. Acknowledge the work of another person in a way that is reinforcing to that person.
 |  |  |  |  |  |  |
|  | 1. Fully participate (e.g., initiate contact, complete tasks on time, come to meetings) when collaborating with others on a group task or activity.
 |  |  |  |  |  |  |
|  | 1. Respond appropriately to a request for assistance from others.
 |  |  |  |  |  |  |
|  | 1. Respond appropriately when receiving assistance from others.
 |  |  |  |  |  |  |
|  | 1. Give and receive constructive criticism in a tactful manner.
 |  |  |  |  |  |  |
| Communication skills |
|  | 1. Indicate interest in interactions with others through eye contact, enthusiasm, body posture and orientation.
 |  |  |  |  |  |  |
|  | 1. Clearly state discussion topic and engage in discussion, avoiding unclear terms and “inside” information that excludes others.
 |  |  |  |  |  |  |
|  | 1. Use appropriate rate and volume of speech to match the needs of the listener.
 |  |  |  |  |  |  |
|  | 1. Use respectful and caring language when talking with and about others, including in ways that affirm identities.
 |  |  |  |  |  |  |
|  | 1. Monitor one’s own level of participation and listening by allowing others an opportunity to participate equally in the conversation.
 |  |  |  |  |  |  |
|  | 1. Demonstrate knowledge and use of appropriate grammar in conversations.
 |  |  |  |  |  |  |
|  | 1. Acknowledge help of others: share credit, resources, and materials.
 |  |  |  |  |  |  |
|  | 1. Clarify, paraphrase, or elaborate until reaching a shared understanding.
 |  |  |  |  |  |  |
|  | 1. State main points, solutions, and responsibilities agreed upon in meeting, recording summary information for minutes if necessary.
 |  |  |  |  |  |  |

**Signatures**

|  |  |
| --- | --- |
|  |  |
| Student signature | Date |

|  |  |
| --- | --- |
|  |  |
| Cooperating professional signature | Date |

|  |  |
| --- | --- |
|  |  |
| University supervisor signature | Date |