Evaluation Schedule and Resources
Clinician

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Clinician – Professional Growth Plan

Name: _____ **School(s):** _____

Assignment: Clinician **Date:** _____

Goal #1 (New Clinicians only require one goal)

Area of Focus:	**Domain (1, 2, 3, 4):** _____ **What skill would you like to develop?**
Action Plan:	**What steps will you take to achieve this goal?**
Measures / Success Indicators:	**How will you know you have succeeded?**
Results / Outcomes:	**To be completed during Year-End Review:**

Clinician – Professional Growth Plan

Goal #2

Area of Focus:	**Domain (1, 2, 3, 4):** _____ **What skill would you like to develop?**
Action Plan:	**What steps will you take to achieve this goal?**
Measures / Success Indicators:	**How will you know you have succeeded?**
Results / Outcomes:	**To be completed during Year-End Review:**

Goal Setting Agreement

Employee Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Year-End Review (by June 15)

Employee Signature: _____

Date: _____

Administrator's Signature: _____

Date: _____

Swan Valley School Division
Ready to Succeed

Clinician Evaluation Summary Report

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

Evaluation Summary Report based on rating of the Professional Standards Rubrics.

Attach the completed rubrics to this page.

A copy to be provided to the Clinician and filed in their personnel file.

COMPONENTS OF EVALUATION

Accomplished – Considered to be exceptional
Proficient – Consistently exceeds position requirements
Satisfactory/Progressing – Consistently meets position requirements
Unsatisfactory/Not Acceptable – Performance needs upgrading

1. Professional Standards & Responsibilities

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

2. Knowledge of Programs, Materials & Resources

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

3. Delivery of Service

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

4. Guidance Education – Specific to Guidance

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

5. Communication & Collaboration

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

6. Team Meetings

Accomplished	Proficient	Progressing	Unsatisfactory
Comments:			

Overall Rating

Accomplished	Proficient	Progressing	Unsatisfactory

Overall Comments by Clinician:

Overall Comments by Administrator:

Administrator's Signature: _____ **Date:** _____

Clinician's Signature: _____ **Date:** _____

(By signing, the Clinician acknowledges having seen and discussed the evaluation; it does not necessarily denote agreement with the report.)

Professional Growth Model Rubrics - Clinician

Employee Name: _____

School: _____

Date Completed: _____

Evaluator: _____

☐ New Clinician

☐ New Clinician to SVSD

☐ Experienced Clinician

☐ Clinician Requested

Years of Experience: _____

1. PROFESSIONAL STANDARDS AND RESPONSIBILITIES

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Knowledge of Professional Standards, Codes of Conduct, FIPPA/PHIA	Displays minimal knowledge of professional standards of relevant discipline. No effort is made to maintain confidentiality. Does not differentiate when ethical exceptions to confidentiality are necessary.	Displays general knowledge of professional standards of relevant discipline. Some effort is made to maintain confidentiality and differentiate when ethical exceptions are necessary to confidentiality.	Displays thorough knowledge of ethical standards of relevant discipline and adheres to those standards while providing professional services.	Displays minimal knowledge of professional standards of relevant discipline. No effort is made to maintain confidentiality. Does not differentiate when ethical exceptions to confidentiality are necessary.
Professional Responsibilities	Does not abide by the policies and/or directives of the Board or the Public Schools Act (PSA)	Abides by the policies and/or directives of the Board and the PSA	Abides by the policies and/or directives of the Board and the PSA. Demonstrates understanding of the reasons for such policies and/or directives.	Abides and assumes a leadership role among colleagues. Consistently demonstrates a sharing of knowledge of board and PSA policies with others.
Professional Learning	Engages in no professional learning activities to enhance knowledge or skill.	Participates in professional learning activities as required.	Seeks out opportunities for professional learning to enhance content knowledge and/or pedagogical skills.	Seeks out opportunities for professional learning to enhance content knowledge and/or pedagogical skills leading to certification.
Advocacy	Seldom advocates for students/parents, if at all.	Advocates for students/parents in situations that are brought to the school's student services personnel.	Frequently advocates for students/parents to ensure that opportunities to succeed are built into the plan.	Consistently makes every effort to advocate for the best interest of all students/parents.
Collaboration and Teamwork	Does not act as a team member and/or makes self-serving decisions.	Demonstrates cooperation and participation as a team member. Decisions are made in isolation or are based on limited knowledge.	Maintains an open mind and positively participates in team and/or discipline decision-making.	Takes a leadership role in team and/or discipline decision-making and helps ensure that such decisions are based on the highest professional standards.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Involvement in School/Division Activities	Does not become involved in school and/or Division projects/activities.	Participates in school and/or Division projects/activities when specifically asked.	Actively involved in school and/or Division projects/activities.	Assumes a leadership role in school and/or Division projects/activities.
Comments:				

2. KNOWLEDGE OF PROGRAMS, MATERIALS AND RESOURCES

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Knowledge of Programs, Materials and Resources	Not knowledgeable of relevant programs, materials or resources. Unaware of materials, resources and technology available through the school, the Division or Manitoba Education.	Demonstrates basic knowledge of relevant programs, materials and resources. Demonstrates awareness of materials, resources and technology available through the school, the Division or Manitoba Education.	Demonstrates good knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. Fully aware of and uses materials, resources and technology available through the school, the Division, Manitoba Education, or other sources.	Displays extensive knowledge of programs, materials and resources and can articulate connections with other parts of the discipline or with other disciplines. There is evidence of continuing pursuit of such knowledge. In addition to being aware of materials, resources and technology available through school, Division and Manitoba Education, actively seeks relevant materials, resources and technology to enhance programs, from other sources.
Knowledge of Characteristics of Age Group	Displays minimal knowledge of the developmental characteristics of the age group.	Displays generally accurate knowledge of the developmental characteristics of the age group.	Displays thorough understanding of the typical developmental characteristics of the age group as well as exceptions to general patterns.	Displays knowledge of typical developmental characteristics of the age group, exceptions to the patterns, and the extent to which each student follows the patterns.
Knowledge and Selection of Assessment Tools/Techniques	Displays little knowledge of students' interests or cultural heritage. Does little or nothing to address these issues.	Acknowledges the value of understanding students' interests or cultural heritage.	Displays knowledge of the interests or cultural heritage of groups and students and recognizes the value of this knowledge both for groups and for students.	Consistently displays knowledge of the interests or cultural heritage of each student and integrates this appropriately when using programs, materials and resources.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Interpreting Assessment Results and Using Assessment Results for Planning	Displays little knowledge or ability of selecting accepted assessment tools/techniques.	Indicates basic knowledge and a basic ability when selecting accepted assessment tools/techniques.	Demonstrates a good understanding and good ability when selecting accepted assessment tools/techniques and uses accepted assessment tools/techniques.	Displays extensive knowledge of accepted assessment tool/techniques, and extensive use of accepted assessment tools/techniques.
Organizing physical space	Assessment results are inadequately interpreted and not used for planning services.	Sometimes interprets assessment results accurately and uses some for planning services.	Usually interprets assessment results accurately and incorporates them into planning services.	Consistently interprets assessment results accurately and consistently incorporates them into planning services.
Comments:				

3. Delivery for Service

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Student Relations	Does not show consistency and fairness in dealing with students. Adult interaction is negative and/or sarcastic with some students. A stimulating supportive, non-threatening atmosphere does not exist. Appropriate relationships with students do not exist	Adult-student interactions are generally appropriate. Develops appropriate relationships with students.	Demonstrates tolerance, consistency, and fairness in dealing with students. Adult-student interactions are friendly and demonstrate warmth, caring, and respect. Develops appropriate and effective relationships with students.	Demonstrates warmth, caring and respect for students. Maintains a stimulating, supportive, and non-threatening atmosphere. Perseveres and uses a wide variety of strategies to develop appropriate relationships with students.
Observing Student Behaviour	Does not observe student behavior.	Generally aware of student behavior but misses some activity.	Actively observes student behavior.	Observation is subtle.
Follow up to Observation of Student Behaviour	Does not respond to the observations of student behavior.	Sometimes responds to the observations of student behavior and may, through consultation, develop a plan.	Usually responds to the observations of student behavior. Through consultation and collaboration, usually assists in developing a plan.	Consistently responds to the observations of student behavior, assists in developing a plan and ensures follow-up.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Response to Crisis Situations	Slow to respond to crisis situations and results are minimally effective or ineffective.	Responds to crisis situations with moderate success within a reasonable time frame.	Responds to crisis situations quickly and effectively. All stakeholders are provided with appropriate assistance.	Responds to crisis situations quickly and effectively, with as little disruption to the program as possible. All stake holders are provided with appropriate assistance and follow-up.
Clarity and Appropriateness of Student goals (individual or group)	Student goals reflect either low expectations or little understanding of students' needs. Goals may not reflect meaningful intervention(s).	Goals reflect moderate expectations and adequate understanding of students' needs.	Goals reflect appropriate expectations, and strong understanding of students' needs.	The student goals are appropriate, and the student services professional can clearly articulate how goals establish realistic expectations, which facilitate positive change in students.
Intervention Strategies (individual or group)	Strategies are not suitable or they do not follow an organized progression and do not reflect recent professional research.	Strategies are suitable. Strategies show minimal progression and lacking logic. Activities reflect some recent professional research.	Strategies are appropriate and support progress. Progression of strategies is logical, and activities reflect recent professional research.	Strategies are highly relevant. Progression of strategies is logical. The needs of the student are reflected producing a unified whole. Activities reflect recent professional research and are appropriate for the student's age/placement.
Intervention Effectiveness (individual or group)	Reflections do not indicate whether intervention was effective or achieved its goals.	There is a general impression of the intervention's effectiveness and the extent to which goals are met.	There is an accurate assessment of the effectiveness and the extent to which it achieved its goals	There is a thoughtful and accurate assessment of the interventions' effectiveness and the extent to which goals, are achieved, citing many specific examples and weighing the relative strength of each.
Comments:				

4. GUIDANCE EDUCATION – SPECIFIC TO GUIDANCE

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Instruction of Guidance Education Topics	Instruction is inappropriate and unclear or uses poor examples and analogies.	Instruction is consistent in quality. Some instruction is done skillfully. Students are encouraged to contribute.	Instruction is appropriate and links well with students' knowledge and experience. Students are encouraged to contribute.	Instruction is appropriate and links well with students' knowledge and experience. Students are encouraged to take a collaborative and interactive role.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Group/class activities and Programming	Group/class activities and/or programs are inappropriate for students in terms of their age or abilities. Activities do not reflect students'/group needs.	Some group/class activities and/or programs are appropriate to students and engage them. Some activities meet students' and groups' needs.	Most group/class activities and/or programs are appropriate to students and engage them. Activities meet students' and groups' needs.	Students are engaged in the activities and/or programs. Activities directly and thoroughly address students' and groups' needs according school needs assessment.
Career Education Programming	Does not provide career education programming.	Provides minimal career education programming for some grades.	Provides appropriate career education programming across all grade levels.	Provides extensive and thorough education programming across all grade levels, relevant to current employment trends.
Comments:				

5. COMMUNICATION AND COLLABORATION

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Communication with Parents and/or Outside Agencies	Limited information is provided to parents and/or outside agencies.	Communication occurs with parents and/or outside agencies.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.
Participation of Parents and/or Outside Agencies in the Intervention Plan	Little or no attempt is made to engage parents and/or outside agencies in the intervention plan, or such attempts are inappropriate.	Parents and/or outside agencies are included in the intervention plan appropriately.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan. Families/agencies actively participate in planning futures and resolving issues.
Recording	Has no system for maintaining information on student assessment and progress, or the system is in disarray. There is little evidence that student progress is accurately monitored. Does not date and/or retain test protocols, observational data and other appropriate data for future reference.	The system for maintaining information on student information on student assessment and progress is adequate. There is evidence that student progress is accurately monitored. Dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective. Student progress is well monitored. Consistently dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective and efficient. Student progress is consistently monitored with results matching outcomes. Consistently dates and retains test protocols, observational data, and other appropriate data for future reference.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Reporting & Communication of Assessment Results	Does not communicate student progress as required for student school support team planning.	Communicates student progress with some details, only when requested, as required for student school support team planning.	Consistently communicates student progress that contains appropriate details and pertinent examples, as required for student school support team planning.	Consistently communicates student progress, with well documented details and data, as required for student school support team planning.
Comments:				

6. TEAM MEETINGS

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Communication with Parents and/or Outside Agencies	Limited information is provided to parents and/or outside agencies.	Communication occurs with parents and/or outside agencies.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.	Frequent communication occurs and relevant information is provided to parents and/or outside agencies as appropriate.
Participation of Parents and/or Outside Agencies in the Intervention Plan	Little or no attempt is made to engage parents and/or outside agencies in the intervention plan, or such attempts are inappropriate.	Parents and/or outside agencies are included in the intervention plan appropriately.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan.	When appropriate, parents and/or outside agencies are regularly and successfully involved and included in the intervention plan. Families/agencies actively participate in planning futures and resolving issues.
Recording	Has no system for maintaining information on student assessment and progress, or the system is in disarray. There is little evidence that student progress is accurately monitored. Does not date and/or retain test protocols, observational data and other appropriate data for future reference.	The system for maintaining information on student information on student assessment and progress is adequate. There is evidence that student progress is accurately monitored. Dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective. Student progress is well monitored. Consistently dates and retains test protocols, observational data, and other appropriate data for future reference.	The system for maintaining information on student assessment and progress is effective and efficient. Student progress is consistently monitored with results matching outcomes. Consistently dates and retains test protocols, observational data, and other appropriate data for future reference.

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Reporting & Communication of Assessment Results	Does not communicate student progress as required for student school support team planning.	Communicates student progress with some details, only when requested, as required for student school support team planning.	Consistently communicates student progress that contains appropriate details and pertinent examples, as required for student school support team planning.	Consistently communicates student progress, with well documented details and data, as required for student school support team planning.
Comments:				

6. TEAM MEETINGS

Element	Unsatisfactory	Progressing	Proficient	Accomplished
Vocabulary	Vocabulary is not appropriate to the level of understanding of the participants.	Vocabulary is sometimes appropriate to the level of understanding of the participants.	Vocabulary is usually appropriate to the level of understanding of the participants.	Vocabulary is consistently appropriate to the level of understanding of the participants.
Preparation for Meetings	Not prepared for meetings. Meetings are not efficient or timely.	Sometimes prepared for meetings. Meetings are sometimes efficient and timely.	Usually prepared for meetings. Meetings are unusually efficient and timely.	Consistently prepared for meetings. Meetings are consistently efficient and timely.
Facilitation of Meetings	Fails to ensure that all voices are heard.	Sometimes ensures that all voices are heard.	Usually ensures that all voices are heard and respected in the discussion.	Consistently ensures that all voices are heard and respected in the discussion.
Caseload Management	Displays little knowledge of his/her caseload. System for establishment of priorities and appropriate closure of cases is not evident. Decisions regarding client needs are often questionable. Makes decisions regarding client needs with little or no collaboration.	Displays knowledge of his/her caseload. Systems to establish priorities and to close cases are evident. Makes decisions regarding client needs and communicates these decisions.	Displays good knowledge of his/her caseload. He/she establishes priorities and closes cases when appropriate after discussion with other team members. Makes professional decisions regarding client needs and communicates those decisions in a timely fashion.	Displays a strong knowledge of his/her caseload. Works with team members to establish priorities and to make decisions regarding case closure. Makes professional decisions regarding client needs in collaboration with school personnel and communicates those decisions effectively.
Comments:				

Feedback Report for Clinician New to Role

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

☐ New to the Counselling Profession

From my observations of the work of this Clinician based on discussions, observations, visitations and other contacts, I have formed the judgement below:

☐	**I am satisfied with the performance of this Clinician and have no concerns at this time. I will continue to observe, visit, support, and provide ongoing feedback.**
☐	**This Clinician experienced difficulties in their transition to their role; support has been provided to promote progress within the role.**
☐	**This Clinician must show considerable improvement to merit recommendation for a second year in this role or continuation in the practice (Applies only to Clinicians new to the role).**

Overall Comments by Administrator:

Overall Comments by Clinician:

Administrator's: **Signature:** _____ **Date:** _____

Employee Signature: _____ **Date:** _____

Feedback Report for Experienced Clinician

EVALUATION SUMMARY REPORT BASED ON RATING OF THE PROFESSIONAL STANDARDS RUBRICS

Employee Name: _____

School: _____

Evaluator: _____

Date Completed: _____

From my observations of the work of this Clinician based on discussions, observations, visitations and other contacts, I have formed the judgement below:

☐ **I am satisfied with the performance of this Clinician and have no concerns at this time. I will continue to observe, visit, support, and provide ongoing feedback.**

Overall Comments by Administrator:

Overall Comments by Clinician:

Administrator's: Signature: _____ **Date:** _____

Employee Signature: _____ **Date:** _____