

Mental Health Specialist Observation

Observation Date:

Observation

Narrative of Observation (Meeting/Counseling Session/Student Evaluation):

Domain 1: Case Management

MHS 2021 Component 1a

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
1a. Demonstrates understanding of professional research, theories, content, tools, and processes Indicators: 1. MHS's plans focus on research-based practices shown to guide and support student development 2. MHS's plans reflect the research-based content and processes of the discipline 3. MHS's plans include the use of appropriate individual, small group and whole group counseling to remove barriers to student learning 4. MHS uses appropriate professional tools/instruments to guide the counseling program and monitor its impact.	MHS demonstrates little or no understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services or the range of service delivery processes/options of the counseling profession. Counseling goals and plans do not reflect research-based content and do not incorporate a range of research-based counseling processes.		MHS demonstrates limited understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services or the range of service delivery processes/options of the counseling profession. Counseling goals and plans do not reflect research-based content and/or incorporate a limited range of counseling processes.		MHS demonstrates understanding of the critical concepts and content of the counseling discipline, the use of discipline-specific instruments to guide services and the range of service delivery processes/options of the counseling profession. Counseling goals and plans incorporate research-based content. Counseling goals incorporate a range of individual, small group and whole group counseling processes and some consultation with classroom staff to monitor the impact of the counseling program on learning.		MHS demonstrates deep understanding of the critical concepts and content of the counseling discipline, the appropriate use of multiple instruments to guide services and an extensive range of service delivery processes/options of the counseling profession. Counseling goals and plans reflect research-based content, a wide range of counseling processes to support student learning and development, and ongoing consultation with classroom staff to monitor the impact of the counseling program on learning.
Enter Notes							

Rubric Score: 0/0

MHS 2021 Component 1b

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective

1b. Demonstrates knowledge of applicable federal, state and local requirements, regulations and resources

Indicators:

1. Program plans align with district, state and federal requirements or regulations
2. Program plans incorporate use of school/district resources to support the students
3. Counselor works with school staff to identify school/district resources that will help remove barriers to learning
4. Counselor meets with parents/caregivers to explore schools/district resources that will provide support for student learning.

MHS demonstrates little or no knowledge of district, state and federal requirements or regulations and of the resources and support provided through the school and/or district.

MHS demonstrates general knowledge of district, state and federal requirements and regulations, but limited or no understanding of the resources provided through the school and district sources to support student development.

MHS demonstrates knowledge of district, state and federal requirements and regulations and identifies and accesses the resources available for students through the school and the district.

MHS demonstrates deep understanding of district, state and federal requirements and regulations and proactively seeks resources within and beyond the school and district to support the counseling program for students, their families and school staff.

Enter Notes

Rubric Score: 0/0

MHS 2021 Component 1c

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
<p>1c. Demonstrates understanding of the youth served</p> <p>Indicators:</p> <ol style="list-style-type: none"> 1. Counseling programs and processes are appropriate for the students served 2. Counselor plans programs that reflect the developmental levels and the cultural proficiency of the students served 3. Counselor communicates regularly with parents/guardians of the students served 4. Counselor communicates with staff of community services as appropriate 5. Counseling services provided reflect understanding of the factors that 	<p>MHS demonstrates little or no interest in understanding the students' SES, cultural background, English language proficiency, family structure or interests and the impact of these factors on the youngsters. Counselor does not attempt to gain a deeper understanding of the general population of youth served.</p>		<p>MHS demonstrates limited understanding of the students' SES, cultural background, English language proficiency, family structure or interests and the impact of these factors on the youngsters. Counselor makes limited attempts to deepen understanding of the individual students served.</p>		<p>MHS understands and can describe the SES, cultural background, English language proficiency, family structure and interests of the students and their impact on the youngsters. Counselor actively seeks to deepen understanding of both the general population and the individual students served.</p>		<p>MHS understands the impact of SES, cultural background, English language proficiency, family structure and interests of the students on the development of the students served. Counselor focuses on deeply understanding the social cultural and economic environments of the general pupil population and of the impact of these factors on the individual students served.</p>

Enter Notes

impact student success.

Rubric Score: 0/0

MHS 2021 Component 1d

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
1d. Plans and develops program goals and outcomes to address the needs of individuals and groups Indicators: 1. The goals of the counseling program can be identified by students and staff 2. The goals of the counseling program focus on addressing the learning needs of the students 3. Program activities are designed to drive the stated goals and outcomes, not replace them 4. The program plan identifies how the goals and outcomes will be refined.	The planned goals and outcomes for the counseling program are primarily expressed as activities. They are unclear, not well aligned with or appropriate for the needs of either individuals or groups.		The planned goals for the counseling program are expressed as a combination of goals, activities and outcomes that are only partially aligned. They are appropriate to address the needs of some students, but not all.		Expected outcomes of the counseling program are expressed as clear goals that are appropriate to address the learning and development needs of most of the population served. The stated goals and outcomes are aligned.		The expected outcomes of the counseling program are appropriate to address the needs of individual students. The outcomes are defined as clear goals that can be used to guide program.

Enter Notes

Enter Notes

Rubric Score: 0/0

MHS 2021 Component 1e

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
1e. Plans and develops counseling services that are outcomes-focused and coherent Indicators: 1. Counselor intentionally links knowledge of the students with the development of the counseling services outcomes to ensure alignment of outcomes with interests and needs 2. The counseling services are organized and guided by organizing principles that help ensure coherence 3. The counseling plan focuses on aligning resources and experiences to	The planned program of counseling services is not designed to drive the stated outcomes. There is little to no evidence of a clear overall structure that informs coherent approaches to driving the defined outcomes.		The planned program of counseling services is partially designed to drive the stated outcomes. There is a structure to the planned experiences and activities, but the activities are not aligned sufficiently to address the learning and development needs of most students.		The counseling program is structured to frame a coherent and outcome-focused approach to service delivery. The planned counseling services reflect the counselor's knowledge of the students and their learning needs.		The planned counseling services are informed by student data and aligned to drive and support coherent and outcome-focused service delivery. The services and their delivery are sufficiently differentiated to reflect and address the needs of individual students.
Enter Notes							

Enter Notes

address barriers to learning
4. Outcome-focused counseling services are designed to address the learning needs of both groups and individuals.

Rubric Score: 0/0

MHS 2021 Component 1f

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
1f. Plans for continuous improvement of the counseling program Indicators: 1. Counselor engages students, families and staff in the ongoing review of the counseling services 2. Counselor uses feedback to inform changes in the services and outcomes of the counseling program 3. A review of the counseling program services show improvement overtime.	No plans have been developed to provide feedback about the implementation and impact of the counseling program. There is no evidence of continuous improvement.		MHS allows for limited feedback about the counseling program and its impact. There is insufficient evidence of continuous improvement.		MHS plans for ongoing review of the implementation of the counseling program and the extent to which its goals have been met and outcomes achieved. Feedback is used to guide program improvement.		MHS plans for comprehensive review of the extent to which the counseling program's goals have been. MHS uses multiple forms of feedback to guide ongoing reviews and refinements of the program's processes and outcomes.
Enter Notes							

Rubric Score: 0/0

Domain 2: Interventions & Services

MHS 2021 Component 2a

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
2a. Use appropriate strategies for identifying risk factors in children and implement evidence based pre-referral interventions for learning and social/emotional or medical problems. (For all students)	Partially Effective knowledge of research based strategies and interventions.		Demonstrates basic knowledge of research based strategies and interventions.		Demonstrates knowledge of at-risk factors for learning or social, emotional and/or behavioral or medical problems. Creates plan for the implementation of prevention and early intervention strategies in the pre-referral process.		Has expertise in using research based strategies to identify academic and social/emotional or medical risk factors in children. Takes a leadership role in providing professional development for related stakeholders. Collaborates with other stakeholders to design strategies for implementing pre-referral interventions.
Enter Notes							

Rubric Score: 0/0

MHS 2021 Component 2b

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
2b. Develop interventions, accommodations, and modifications to maximize likelihood of student success. (When providing direct services to identified students.)	Partially Effective knowledge of educational or medical disabilities and appropriate interventions and accommodations. As a result, plans are not appropriate for the needs of the students identified.		Demonstrates basic knowledge of educational or medical disabilities and appropriate interventions and accommodations.		Demonstrates thorough knowledge of educational or medical disabilities and interventions and accommodations. Assists in Partially Effective comprehensive plans for students. Interventions are suitable and aligned with identified student needs. Plans are appropriate for the situation and are geared toward maximizing the likelihood of student success.		Demonstrates extensive knowledge of the field of educational or medical disabilities and is adept at selecting the most suitable interventions for the students and the situation. Considers results from multiple assessments and sources. Finds ways to creatively meet student needs, thus maximizing the likelihood of student success.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 2c

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
2c. Researches a variety of materials, methods and strategies to remove barriers to learning. (Remaining current in practice & proactive.)	Partially Effective knowledge of social and emotional supports at various grade levels and utilizes/recommends generic strategies to help students.		Has a working knowledge of social and emotional supports at various grade levels, but is unsure of the most appropriate instructional strategies to utilize/recommend to support students at the various grade levels.		Demonstrates knowledge of research based social and emotional supports and utilizes this knowledge in recommending effective instructional interventions to promote access for all students. Works collaboratively with school personnel to remove barriers to learning.		Provides an array of preventative and remedial services, which may include consultative, indirect and direct interventions. Is informed about advances in social and emotional supports and utilizes this knowledge to recommend the most suitable intervention strategies to remove barriers to learning.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 2d

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
-------------------------------------	------------------	-----	--------------------------	-----	----------------	-----	-----------------------

2d. Demonstrate flexibility and responsiveness.	Adheres to the plan or program, in spite of evidence of its inadequacy. Gives up or places blame elsewhere when student plans are not successful.		Makes modest changes in the intervention strategy or student plan when confronted with evidence of the need for change. Works with others to try to find solutions.		Continually seeks ways to improve the intervention strategies and/or student plan for student success. Works well with teachers, paraprofessionals and other support personnel as partners in implementing the student plan. Makes revisions in the intervention strategies and the student plan when it is needed.		Persists in seeking effective ways to improve the intervention strategies for student success. Works collaboratively with a wide range of educational personnel as essential partners in implementing the student plan. Makes changes as needed in response to student, parents, teacher or administrator input.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 2e							
The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
2e. Demonstrate knowledge and understanding of the family or systems approach within the educational setting.	Seldom develops, plans, and prioritizes specialized services and programs to enhance students' educational experiences.		Displays some understanding of human behavior in the social environment. Demonstrates some skills in implementing various practice modalities to empower disadvantaged and oppressed populations.		Uses research to inform practice and understanding of social policies related to school social work services. Demonstrates a solid understanding of the dynamics of family systems as it applies to student growth and development.		Is informed by research, purposefully and effectively develops, plans, and prioritizes specialized services and programs to enhance students' educational experiences.
Enter Notes							
Rubric Score: 0/0							

Domain 3: Leadership & Direct Student Services

MHS 2021 Component 3a							
The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective

3a. Analyze and use results from multiple sources or assessments in decision-making.	Does not collect appropriate history or data to determine needs.		Collects basic history and assessment data to complete evaluation requirements.		Collects and analyzes data from a variety of sources to inform decision-making. Analysis of data is shared with team members, parents and appropriate school personnel in designing effective student plans.		Systematically collects data from a variety of sources (standardized test data, interviews, evaluations, background, discipline folder, NJ SMART) to inform decision making when designing comprehensive student plans. Analysis of the data makes a positive contribution toward effectively formulating recommendations to team members, parents and appropriate school personnel.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 3b							
The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
3b. Ensure sessions or meetings are focused and productive while promoting active participation.	Does not assume responsibility for ensuring that sessions or meetings are both focused and productive.		Is working on improving facilitation skills to ensure that sessions and meetings are both focused and productive.		Frequently monitors the success of the session or meeting against the intended outcomes. Able to facilitate sessions or meetings that are generally focused, productive and encouraging of active participation.		Consistently seeks input from participants when monitoring the success of the session or meeting against the intended outcomes. Facilitation skills promote active participation during focused and productive sessions or meetings.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 3c							
The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective

3c. Risk Assessments	Risk assessments are not completed in a timely manner nor shared effectively. The assessments are not logged correctly.		Risk assessments are completed based on the MHS' evaluation. The reports are completed and eventually shared with outside providers. Many risk assessments are logged, but not all.		Risk assessments are completed and consider most outside agencies and service providers' input. The risk assessment may be completed in a co-evaluator manner when the student is at a higher risk. The reports are thorough, accessible to families, and outside service providers within a timely manner. Follow-up is complete and documented. All risk assessments are logged appropriately in the district database.		Risk assessments are thoroughly completed and consider all outside agencies and service providers' input. The risk assessments are completed (when appropriate) in a co-evaluator manner when the student is at a higher risk. The reports are thorough, accessible to families, and outside service providers immediately. Follow-up is thorough, documented and there is evidence of a structured follow-up plan which considers all stakeholders. All risk assessments are logged immediately in the district database.
Enter Notes							
Rubric Score: 0/0							

MHS 2021 Component 3d							
The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
3d. Model positive and respectful rapport.	Demonstrates little to no appreciation of the students as individuals and, at times, embarrasses and/or devalues students through words or actions. Clear lack of rapport exists between the team member and student. Students appear uncomfortable in the testing environment.		Shows an awareness of student individuality and the need to dignify the students' behaviors and responses, but lacks skill in strongly supporting and honoring them. Displays interactions that are a mix of positive and negative. Efforts at Partially Effective rapport are partially successful.		Recognizes student individuality and the dignity of each student is consistently maintained. Interactions with students are positive and respectful. Students appear comfortable in the testing environment.		Encourages student individuality and the dignity of each student is consistently maintained and honored. Interactions consistently demonstrate positive and respectful rapport. Is someone who students seek out; reflecting a high degree of comfort and trust in the relationship.
Enter Notes							
Rubric Score: 0/0							

Domain 4: Professionalism

MHS 2021 Component 4a

The staff member should be able to:	1 Ineffective	1.5	2 Partially Effective	2.5	3 Effective	3.5	4 Highly Effective
4a. Reflection on Professional Responsibilities	The MHS considers the activity but draws incorrect conclusions about its effectiveness. The MHS makes no suggestions for improvement.		The MHS has a general sense of whether or not practices were effective. The MHS offers general modifications for future practices.		The MHS accurately assesses the effectiveness of activities used. The MHS identifies specific ways in which their performance might be improved.		The MHS's assessment of their performance is thoughtful and includes specific indicators of effectiveness. The MHS's suggestions for improvement draw on an extensive repertoire.
Enter Notes							
Rubric Score: 0/0							

Areas of Strength:

Areas for Improvement:

Additional Comments:

