

CRITERIA: Area of Evaluation

A: Introduction

Interview: asked important and relevant questions; reasonable time spent

Cover page: Confirmed ID; discussion of "self-discovery"

Table of Contents (ToC): When to use this report (to encourage future use)

Explanation of Scales and Scores, including mid-range, Self Assessment of Personality

B: Personality

Personality: Main trait, description, sought student confirmation

Personality: Sub-traits used to explain nuances of main trait; sought student confirmation

Personality: Personality Implications (Student ID of the most important ones; any not apply)

Strengths/Potential Struggles: clear explanation, markings, summary, "homework"

Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design

C: Interests

Explanation of YES! Interest Pathways

Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)

Pie graph: good explanations of how the student's interests are distributed; good questions

Working through Interests appropriately

D: Skills

Skills: confirm highest scoring skills, any red flags with the lowest skills

E: Priorities

Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful

Surroundings, Results, and Life Purpose: Any others need to be added (top 5?) Anything low in Priorities that should be noted/pointed out/asked about?

F: Interactive Action Plan

Synthesis Process: Create a Funnel with student

G: ICF Core Competency Standards

Cultivates trust & safety for the student

Maintains presence

Listens actively to student

Evokes awareness - ask questions

Facilitates student's growth

Overall Feedback for Consultant

YES! - Personal Con

Greatly Exceeds Expectations (Excellent)	Exceeds Expectations (Good)	Meets Expectations (Satisfactory)
5 Points	4 points	3 points
	<ul style="list-style-type: none"> ✓ Asked questions to learn student's perception of self 	
<ul style="list-style-type: none"> ✓ verified personal information and a note to correct DOB in the system 		
	<ul style="list-style-type: none"> ✓ Explained each of the key parts and how combining all is important to live according to their design and connected the future use of the report 	
	<ul style="list-style-type: none"> ✓ Helped student to explain concepts. Defined traits and did self assessment activity 	
	<ul style="list-style-type: none"> point. Used personal applications. 	
	<ul style="list-style-type: none"> Emphasized the strengths and struggles, emphasizing focusing on strengths and minimizing struggles. 	
	<ul style="list-style-type: none"> ✓ Pointed out personality implications and got student's input 	
	<ul style="list-style-type: none"> ✓ Emphasized to focus on strengths and manage struggles 	

<p>✓ Synthesizing along the way, connecting how the traits and sub-traits connect with each other and concluding with detailed synthesis of the personality traits. The synthesis was practical with the sticky note and was summarized with the milk shake and 2 straws. Explored why the No 1 trait is their super power</p>		
		<p>✓ Explained the YES! Interest pathway but it was too brief</p>
	<p>✓ Came back to explain the graph explaining that student likes to work with things for the purpose of people. Pointed out what student will be exploring for future career and how to align personality, skills& abilities, interests and priorities. Focus on things at people.</p>	<p>✓ Initial scoring: Very brief on students perceptions of their focus areas</p>
	<p>✓ Well explained, drawing attention to the top 3</p>	
	<p>Worked through each of the interest areas and seeking student's confirmation of the skills.. Detailed on the combined interest scores and adequately described activity, occupation and subject groups and drawing out student's affirmation.</p>	

	<p>✓ Went through the top abilities and listened for student's affirmation. Math was a red flag and consultant shared helpful strategy with student.</p>	
	<p>✓ Explained Surroundings, Resulys and Life Purpose and connecting to ral life examples. Focused on top 2 for each priority.Explained how the values are interwoven.</p>	
<p>✓ Made student fill out the funnel along the way and used the funnel to explain the connectivity and how they all fit together. Concluded with drawing student back to God and the value of trusting Him.</p>		
<p>✓</p>		
<p>Acknowledged and respected student's unique talents and sought to understand the student within their context using frequent questioning to affirm report.</p>		

		<p>✓</p> <p>Remained focused and responsive to the student but barely allowed space for silence, pause or reflection.</p>
	<p>✓</p> <p>Considered the student's context experience and values to enhance communication</p>	
	<p>✓</p> <p>Asked questions helping the student explore beyond current thinking, used questioning to draw out their values and belief, and helped student identify factors that can influence current or future patterns of behavior.</p>	
	<p>✓</p> <p>Helped the student identify potential learning from from identified action plan, guided the student on how to move forward, summarized insight and learning, and celebrated student's progress and success.</p>	



Comments

I saw first hand the value in ensuring students' personal information is accurate.

Having student use sticky notes to list traits that resonate most further allowed self assessment.

Even though authoritative which is the No 1 traits is often viewed as negative, the consultant did a great job of explaining the positivity and uniqueness of the trait.

Key point: Authoritative trait is not to control people but to guide them. Hence, authoritative leaders can make great leaders.

A great way of aligning with student's current reality, especially with the Maths.

Needs to get used to using "priorities" instead of "values"

I like how it was all tied to the subject selection. Helpful to have the school's subject categories. Life Science, Physical Science

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