

# Social Worker Evaluation

<b>PROFESSIONAL PRACTICES OF SOCIAL WORKER FOR DOMAIN 1: PLANNING AND PREPARATION</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>1a: Demonstrating knowledge of social work theory and techniques (e.g. individual consultations, group process)</b>	Social Worker demonstrates little or no knowledge and skill in using social work theory and techniques. Social worker does not plan to meet with students, parents, and/ or colleagues individually or in groups.	Social Worker demonstrates basic understanding of school social work theory and techniques. Social worker plans occasional meetings for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates understanding of school social work theory and techniques. Social worker plans regular meetings for and with students, parents, and/or colleagues that promote and plan for student success.	Social Worker demonstrates comprehensive and coherent understanding of school social work theory and techniques. Social Worker plans frequent meetings for and with students, parents, and/or colleagues that promote and plan for student success.
<b>1b: Demonstrating knowledge of child and adolescent development</b>	Social Worker demonstrates little or no knowledge of child and adolescent development.	Social Worker demonstrates basic knowledge of child and adolescent development.	Social Worker demonstrates thorough knowledge of child and adolescent development.	Social Worker demonstrates extensive knowledge of child and adolescent development and knows variations of the typical patterns.
<b>1c: Establishing goals for the social work program appropriate to the setting and the students served</b>	Social Worker has no clear goals for the social work program, or they are inappropriate to either the situation or the age of the students.	Social Worker's goals for the social work program are rudimentary and are partially suitable to the situation and the age of the students.	Social Worker's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Social Worker's goals for the social work program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.
<b>1d: Demonstrating knowledge of state and federal regulations, and resources within and beyond the school district</b>	Social Worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge or resources available more broadly.	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the district.	Social Worker's knowledge of governmental regulations and resources for students is extensive, including those available through the school or district, and in the community.
<b>1e: Planning the social work program, integrated with the regular school program, to meet the needs of individual students and families</b>	Social Work program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals of the social work program.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities that do fit with the broader goals of the social work program.	Social Worker's plan is highly coherent and preventive to support the students individually and in groups, as well as within the broader educational program.
<b>1f: Developing a plan to evaluate the social work program</b>	Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the social work program.	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence, and clear recommendations for improving the program on an ongoing basis.

# Social Worker Evaluation

<b>PROFESSIONAL PRACTICES OF SOCIAL WORKER FOR DOMAIN 2: THE ENVIRONMENT</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>2a: Establishing rapport with students</b>	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable in the evaluation and therapy setting.	Social Worker's interactions are a mix of positive and negative; the social worker's efforts at developing rapport are partially successful.	Social Worker's interactions are positive and respectful; students appear comfortable in the evaluation and therapy setting.	Social Worker interactions with the students are positive and respectful. Students, families, and school staff seek out the social worker, reflecting a high degree of comfort and trust in the relationship.
<b>2b: Establishing a culture for learning and positive mental health</b>	Social Worker makes no attempt to establish a culture for learning or positive mental health in the school, either among students and/or teachers.	Social Worker's attempts to promote a culture for learning and positive mental health throughout the school, among students and teachers, are partially successful.	Social Worker promotes a culture for learning and positive mental health in the school among students and teachers.	The culture in the school for learning and positive mental health among students and teachers, while guided by the social worker, is maintained by both teachers and students.
<b>2c: Establishing and managing routines and procedures that follow the district referral process and uses time effectively</b>	Social Worker fails to establish routines and procedures, does not follow district referral procedures, and exercises poor judgment in setting priorities resulting in confusion and often missing deadlines.	Social Worker inconsistently follows established routines and procedures, sometimes follows district referral procedures, and exercises moderate judgment in setting priorities resulting in sometimes missing deadlines.	Social Worker consistently follows established routines and procedures, adheres to district referral procedures, and exercises appropriate judgment in setting priorities resulting in efficiently meeting deadlines; meetings and consultations with parents and administrators are clear to everyone.	Social Worker always follows established routines and procedures, consistently adheres to district referral procedures, and exercises exemplary judgment in setting priorities and seamlessly meets deadlines; all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.
<b>2d: Managing student behavior</b>	Social Worker does not apply clear or consistent standards of conduct when working with individuals. Offers no assistance to school personnel relative to implementation of students' attendance strategies. Exhibits little or no knowledge of SEL, behavior theory, or trauma informed care to assist in intervention plans and school-wide positive support plans.	Social Worker applies standards of conduct when working with individuals; however, standards may be unclear or inconsistently applied. Provides limited assistance to school personnel relative to implementation of student attendance strategies. Exhibits limited knowledge of SEL, behavior theory, and trauma-informed care to assist in intervention plans and school-wide positive support plans.	Social Worker applies clear standards of conduct when working with individuals and the community. Provides assistance to school personnel at the systems and individual level relative to implementation of student attendance strategies. Demonstrates knowledge of SEL, behavior theory, and trauma-informed care, incorporating into behavior plans.	Social Worker's models high standards of conduct when working with individuals and the community. Provides guidance and assistance to school personnel at the systems and individual level relative to implementation of evidence-based student attendance strategies. Provides professional development in the area of SEL, behavior theory, and trauma-informed care; relative to the school environment, relationship building, and intervention plans for individuals and the school-wide community.
<b>2e: Organizing physical space</b>	Social Worker's testing area is in disarray and poorly suited to student evaluations; testing materials are not stored in a secure location and are difficult to find when needed.	Social Worker's testing area completely organized and not suited to student evaluations; testing materials are stored in a secure location and are difficult to find when needed.	Social Worker's testing area is well organized and suited to student evaluations; testing materials are stored in a secure location and are difficult to available when needed.	Social Worker's testing area is highly organized and well suited and inviting to student evaluations; testing materials are stored in a secure location and are conveniently available when needed.

# Social Worker Evaluation

<b>PROFESSIONAL PRACTICES OF SOCIAL WORKER FOR DOMAIN 3: DELIVERY OF SERVICE</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>UNSATISFACTORY</b>	<b>BASIC</b>	<b>PROFICIENT</b>	<b>DISTINGUISHED</b>
<b>3a: Responding to referrals; consulting with teachers and administrators</b>	Social Worker fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.	Social Worker consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Social Worker consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Social Worker consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.
<b>3b: Developing and implementing treatment plans to maximize student success</b>	Social Worker fails to develop treatment plans suitable for students, or plans are mismatched with the findings of assessments.	Social Worker's plans for students are partially suitable for them or sporadically aligned with identified needs.	Social Worker's plans for students are suitable for them and are aligned with identified needs.	Social Worker develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.
<b>3c: Engaging students, families, and stakeholders in service delivery</b>	Social Worker does not engage students, families, and stakeholders; engagement is minimal or culturally insensitive.	Social Worker engages students, families, and stakeholders in service delivery; engagement may be limited or environment may lack cultural sensitivity. Provides limited structures and supports to facilitate continued stakeholder engagement.	Social Worker engages students, families, and stakeholders through culturally responsive service delivery. Provides structures and supports to facilitate continued stakeholder engagement in service delivery.	Social Worker effectively and meaningfully engages students, families, and stakeholders through culturally responsive service delivery. Mobilizes structures and supports to facilitate continued stakeholder engagement in service delivery. Empowers all parties to take ownership of continued engagement and positive outcomes.
<b>3d: Demonstrating flexibility and responsiveness</b>	Social Worker adheres to the established service delivery plan, even when a change would improve the service delivery. Does not intervene when students experience difficulty.	Social Worker modifies the service delivery plan in response to changing student needs but with moderate success. Demonstrates limited flexibility in providing individualized services to students, working within the constraints of the school environment.	Social Worker adjusts service delivery plans as needed in response to changing student needs, progress monitoring, and evaluation data. Responds to input from stakeholders and makes accommodations and adjusts interventions accordingly.	Social Worker maintains currency on intervention research to provide the most current service delivery approaches, advocates for innovative service delivery approaches. Collaborates with others to make accommodations and adjustments to the intervention accordingly.

# Social Worker Evaluation

PROFESSIONAL PRACTICES OF SOCIAL WORKER FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES				
COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
<b>4a: Reflecting on practice</b>	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific examples that were not fully successful for at least some students. Social Worker makes some specific suggestions as to how the social work program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
<b>4b: Communicating with families</b>	Social Worker fails to communicate with families and secure necessary permission for services or communicates in an insensitive manner.	Social Worker's communication with families and community agencies is partially successful; permissions for interventions are obtained but there are occasional insensitivities to social economic status and linguistic traditions.	Social Worker communicates with families and community agencies and secures necessary permission for interventions and does so in a sensitive manner sensitive to social-economic status and linguistic traditions.	Social Worker secures necessary permissions and communicate with families and community agencies in a manner highly sensitive to social-economic status and linguistic traditions. Social Worker reaches out to families of students to enhance trust.
<b>4c: Maintaining accurate records</b>	Social Worker's records are in disarray, they may be missing, illegible, or stored in an insecure location.	Social Worker's records are accurate and legible and are stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location.	Social Worker's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
<b>4d: Participating in a professional community</b>	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial and Social Worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects, and consistently displays leadership with colleagues.
<b>4e: Engaging in professional development</b>	Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.	Social Worker's participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out and participates in opportunities for professional development based on an individual assessment of need.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
<b>4f: Showing professionalism</b>	Social Worker displays dishonesty in interactions with students, families, colleagues, and the public, and violates principles of confidentiality.	Social Worker is honest in interactions with students, families, colleagues, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with students, families, colleagues, and the public, and advocates for students when needed.	Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality, to advocate for students, and displays leadership among colleagues.

# Social Worker Evaluation

<p><b>4g: Attendance</b></p>	<p>Social Worker fails to adhere to attendance expectations and arrives to work late and is frequently absent. Social Worker's attendance record does not meet professional expectations, the individual's record shows that they exceeded the contractual yearly amount by one or more days or they have been absent without pay.</p>	<p>Social Worker's attendance record minimally meets professional expectations and the individual's record shows that they did not exceed the contractual amount of Personal Leave Days by one day and are punctual on a daily basis (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>	<p>Social Worker's attendance record meets professional expectations and the individual's record shows that they have used no more than a quarter (four days) of the contractual amount of Personal Leave Days and they are punctual every day, (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>	<p>Social Worker's exemplary attendance record exceeds professional expectations and the individual record shows that they were punctual and present every day (documented FMLA, approved leave of absences, religious observances and approved PD will be taken into consideration and not counted toward the total absences).</p>
<p><b>4h: Discipline</b></p>	<p>Social Worker has one or more incidents of discipline for the school year. Social Worker has a record of discipline during the school year but shows improvement.</p>	<p>Social Worker does not have a record of discipline, but has received either a directive or verbal warning during the school year.</p>	<p>Social Worker does not have a record of discipline for the school year.</p>	<p>Social Worker does not have a record of discipline for the school year and models exemplary professional behavior.</p>