

School Social Worker Evaluation

| PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 1: PLANNING AND PREPARATION | | | | |
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| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
| <p>Component 1a. Demonstrating knowledge of content basic to the social work profession</p> <ul style="list-style-type: none"> ● Crisis Intervention ● Cultural, racial & ethnic diversity ● Needs of at-risk children & children with disabilities ● Environmental and biological factors that affect children's ability to function effectively in school ● Ecological framework ● Psychosocial theories ● Group process skills ● Community resources ● Illinois social-emotional learning standards | <p>Social Worker displays little understanding of the knowledge of social work practice.</p> | <p>Social Worker displays basic knowledge of social work practice.</p> | <p>Social Worker demonstrates solid understanding of the content areas basic to the Social Work profession and takes an ecological view of the student's needs.</p> | <p>Social Worker's knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continuing search for improved practice. Social Worker actively seeks opportunities to share his/her knowledge with other social work colleagues, teachers, administrators, parents and the community at-large.</p> |
| Evidence: | | | | |
| <p>Component 1b. Establishing goals for social work services appropriate to the setting and the students served</p> <ul style="list-style-type: none"> ● Integrate with Illinois social-emotional learning standards | <p>Social Worker has no clear goals for the programs services to be provided, or they are inappropriate to either the situation or the age of the students.</p> | <p>Social Worker goals for the program services are rudimentary and are partially suitable to the situation and to the age of the students. Some goals are clearly measurable.</p> | <p>Social Worker goals for the program services are clear and appropriate to the situation in the school and to the age of the students. Most goals are clearly measurable and linked to IL social emotional learning standards.</p> | <p>Social Worker goals for the program services are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with administrators and teachers. Goals are measurable and clearly tied to IL standards.</p> |
| Evidence: | | | | |
| <p>Component 1c. Demonstrating knowledge of district, state, and federal regulations and guidelines</p> | <p>Social Worker demonstrates little or no knowledge of laws and regulations that guide social work procedures.</p> | <p>Social Worker demonstrates basic knowledge of laws and regulations that guide social work procedures.</p> | <p>Social Worker demonstrates thorough knowledge of laws and regulations that guide social work procedures</p> | <p>Social Worker's knowledge of laws and regulations that guide social work procedures is extensive; Social Worker takes a leadership role in reviewing and revising district policies.</p> |
| Evidence: | | | | |

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| Component 1d. Demonstrating knowledge resources, both within and beyond the school and district | Social Worker demonstrates little or no knowledge of resources for students available through the school or district. | Social Worker displays awareness of resources for students available through the school or district, but no knowledge of resources available more broadly | Social Worker displays thorough knowledge of resources for students available through the school or district, and some familiarity with resources external to the school. | Social Worker knowledge of resources for students is extensive, including those available through the school, district and community. |
| Evidence: | | | | |
| Component 1e. Designing the social work program using a needs assessment, which may include individual and small group sessions, in-class activities and crisis intervention | Social Worker's plan consists of a random collection of unrelated activities, lacking cohesiveness or overall structure. | Social Worker's plan has a cohesive and overall structure but some activities don't fit together or support broader goals. | Social Worker's plan has a cohesive and overall structure that includes a number of worthwhile activities that closely supports the educational program. | Social Worker's plan is highly cohesive and serves to support the students individually and/or in groups, within the broader educational program. |
| Evidence: | | | | |
| Component 1f. Developing an evaluation of the social work program | Social Worker has no participation in evaluating the social work program, or resists suggestions that updates are important. | Social Worker has limited participation in evaluating the social work program, or does not see the importance in providing new information to colleagues. | Social Worker's evaluation of the program is organized and the collection of evidence to indicate needed improvements based on updated training. | Social Worker's evaluation of the social work program is highly sophisticated, with imaginative sources of evidence, and a clear path towards improving the program on an ongoing basis. |
| Evidence: | | | | |
| PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 2: THE ENVIRONMENT | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
| Component 2a. Creating an environment of respect and rapport | Social Worker interactions with students, parents, school personnel and community agencies are negative or inappropriate. Social Worker is unable to communicate effectively with school teams | Social Worker interactions with students, parents, school personnel and community agencies are generally appropriate and free from conflict. Social Worker is inconsistent in collaboratively working with and providing consultation to school personnel and community agencies to communicate the | Social Worker interactions with students, parents, school personnel and community agencies reflect genuine warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of stakeholders. Social Worker actively promotes positive | Social Worker interactions with students, parents, school personnel and community agencies are highly respectful, reflecting genuine warmth and caring about students. Social Worker actively provides leadership in creating and maintaining positive collaboration with school personnel and community agencies to communicate and support the needs of children and families. |

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| | | needs of children and families. | collaboration with school personnel and community agencies to communicate and support the needs of children and families. | |
| Evidence: | | | | |
| Component 2b. Organizing time effectively | Social Worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Social Worker's time-management skills are moderately well developed; essential activities are carried out, but not always in the most appropriate or efficient manner. | Social Worker exercises good judgment in setting priorities, resulting in clear schedules and important work begin accomplished in an efficient and supportive manner. | Social Worker demonstrates excellent time-management skills, accomplishing all tasks in a seamless, integrated manner between different stakeholders that includes students, parents, school personnel and community agencies. |
| Evidence: | | | | |
| Component 2c. Establishing and maintaining clear procedures for referrals | Social Worker has not established procedures for referral. | Social Worker has established procedure for referrals, but the details are not always clear. | Procedures for referrals, meetings, and consultations with school staff, administrators, and parents are clear to everyone involved. | Procedures for all aspects of referrals are clear and easily accessible, and outcomes are communicated to everyone involved. |
| Evidence: | | | | |
| Component 2d. Contributing to the culture of positive student behavior throughout the school | Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are unsuccessful. | Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful. | Social Worker has established appropriate interventions that contribute to positive student behavior and are consistently effective with a variety of students. | Social Worker works collaboratively with students to establish appropriate interventions that make lasting contributions to positive student self-managed behavior. |
| Evidence: | | | | |
| Component 2e. Organizing physical space for working with individual or small groups of students and storage of materials | The meeting space and materials are not organized. Documents are not maintained to ensure confidentiality | The meeting space and materials are not completely organized, and materials are difficult to find when needed. Documents are maintained to ensure confidentiality. | The meeting space and materials are well organized; documents are arranged and maintained to ensure confidentiality. | The meeting space is highly inviting to parents and/or students. Documents are arranged and maintained to ensure confidentiality. |
| Evidence: | | | | |
| PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 3: DELIVERY OF SERVICE | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |

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| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
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| Component 3a. Assessing students' social and emotional needs, including collaboration among students, parent and school personnel | Social Worker does not assess student needs, or the assessments result in inaccurate conclusions. | Social Worker's assessments of student needs are perfunctory. | Social Worker assesses student needs, and knows the range of student needs in the school. | Social Worker conducts detailed and individualized assessment of student needs to contribute to program planning. |
| Evidence: | | | | |
| Component 3b. Assisting students and teachers in the formulation of academic, personal/social and behavior plans, based on knowledge of student needs and IEP goals | Social Worker demonstrates few strategies to help students acquire decision-making, problem-solving and coping skills. | Social Worker demonstrates a limited range of strategies to help students acquire decision-making, problem-solving and coping skills. | Social Worker demonstrates a broad range of strategies to help students acquire decision-making, problem-solving and coping skills. | Social Worker demonstrates an extensive range of strategies to help students acquire decision-making, problem-solving and coping skills. |
| Evidence: | | | | |
| Component 3c. Communicate intervention plan and student progress with the student's family | Social Worker fails to communicate with families and secure necessary permission for evaluation or interventions or communicates in an insensitive manner | Social Worker's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities to cultural and linguistic traditions. | Social Worker communicates with families and secures necessary permission for evaluations or interventions, and does so in a manner sensitive to cultural and linguistic traditions. | Social Worker secures necessary permissions and communicates with families in a manner that is highly sensitive to cultural and linguistic traditions. The Social Worker reaches out to families of students to support trust and collaboration for student benefit. |
| Evidence: | | | | |
| Component 3d. Collecting information; writing reports | Social Worker neglects to collect important information on which to base treatment plans; reports are inaccurate or not appropriate to the audience. | Social Worker collects most of the important information on which to base the intervention plans; reports are accurate but lacking in clarity and not always appropriate to the audience. | Social Worker collects all the important information on which to base the intervention plans; reports are accurate and appropriate to the audience. | Social Worker is proactive in collecting important information, seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the audience. |
| Evidence: | | | | |
| Component 3e. Demonstrating flexibility and responsiveness <ul style="list-style-type: none"> ● Adjust intervention plans and set priorities to meet the needs of diverse populations | Social Worker adheres to intervention plan in spite of student's lack of interest, and does not set appropriate service priorities. | Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities. | Social Worker adjusts intervention plan to be responsive to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and is flexible and persistent in providing services. | Social Worker is consistently responsive to diverse student needs and interests. Social Worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services. |

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| Evidence: | | | | |
| PROFESSIONAL PRACTICES OF SCHOOL SOCIAL WORKER FOR DOMAIN 4: PROFESSIONAL RESPONSIBILITIES | | | | |
| COMPONENT | LEVEL OF PERFORMANCE | | | |
| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
| Component 4a. Reflecting on practice | Social Worker does not reflect on the effectiveness of the intervention or propose ideas as to how it may be improved. | Social Worker reflects on the intervention and makes global suggestions without citing specific examples. | Social Worker reflects on the intervention citing general impact and makes some specific suggestions about how it might be improved. | Social Worker reflects on the intervention and draws on extensive clinical knowledge and experience to assess and suggest alternative interventions. |
| Evidence: | | | | |
| Component 4b. Maintaining effective documentation of student progress | Social Worker's reports, records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed. | Social Worker's records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed. | Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs; documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed. | Social Worker's records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues; documentation provides a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed. |
| Evidence: | | | | |
| Component 4c. Communicating with families as allowed by confidentiality laws and social work ethics | Social Worker provides little or no information to families. Social Worker makes no attempt to engage families in a relationship and does not respond sensitively to family concerns. | Social Worker demonstrates some sensitivity and makes an effort to engage families to identify and achieve common goals. | Social Worker sensitively communicates with family as needed. Social Worker occasionally provides information regarding student's progress and needs. | Social Worker sensitively communicates with family as needed. Social Worker routinely provides information regarding student progress and needs. Social Worker empowers and supports families to function as advocates for themselves and their children. |
| Evidence: | | | | |
| Component 4d. Participating in the professional learning community | Social Worker's relationships with colleagues are ineffective in supporting the school environment. Social Worker does not participate in programs or committees on any level. | Social Worker's relationships are cordial. Social Worker participates in school/district events, programs, committees when specifically requested. | Social Worker maintains positive and productive relationships with colleagues. Social Worker participates actively in school/district events, programs, and committees. | Social Worker assumes a leadership role with colleagues. Social Worker makes a substantial contribution to school, district and community. |
| Evidence: | | | | |

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| Component 4e. Engaging in Professional Development | Social Worker does not participate in professional development activities. | Social Worker participation in professional development activities is limited to those that are convenient or are required. | Social Worker seeks out opportunities for professional development based on an individual assessment of needs. | Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops, doing research, mentoring and supervision. |
| Evidence: | | | | |
| Component 4f. Showing Professionalism, including integrity, advocacy and maintaining confidentiality | Social Worker displays dishonesty in interactions with colleagues, students, or the public, and violates principles of confidentiality. | Social Worker is honest in interactions with colleagues, students, families and the public, and does not violate confidentiality. | Social Worker displays high standards of honesty integrity, and confidentiality in interactions with colleagues, students, families, the public, and advocates for students when needed. | Social Worker can be counted on to hold the highest standards of honesty, integrity, confidentiality, advocating for students and families, and taking a leadership role with colleagues. |
| Evidence: | | | | |