

TRI-COUNTY SPECIAL EDUCATION ASSOCIATION
School Social Worker's Evaluation

Domain 1: Planning and Preparation

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>1a: Demonstrating knowledge of School Social Work.</i>	Displays little understanding of School Social Work, structure of the discipline, or content related to School Social Work principles.	Knowledge represents basic understanding, but does not extend to connections with other disciplines.	Demonstrates solid understanding of content, prerequisite relationships, and connections with other disciplines. Responsibilities reflect current School Social Work knowledge.	Knowledge of practice of School Social Work is extensive with evidence of a continuing search for improved practice.
<i>Evidence</i>				
<i>1b: Demonstrating knowledge of students.</i>	Makes little attempt to acquire or use knowledge of students' backgrounds, skills, or interests. Lacks awareness of developmental characteristics for students' age group.	Uses appropriate instruments and demonstrates competent practices to gain knowledge of students' backgrounds, skills and interests. Has general understanding of developmental characteristics for students' age group.	Gathers information from parents, as well as teachers, caregivers and school records, to gain knowledge of students' backgrounds, skills and interests. Consistently demonstrates knowledge of developmental characteristics for students' age group.	Demonstrates all proficient level criteria and also contacts relevant community resources. Promotes partnership with family and school. Has thorough knowledge of normal and abnormal Child Development.
<i>Evidence</i>				
<i>1c: Addressing referral questions/problems.</i>	Assessment and consultation do not address referral questions/problems. Fails to tailor choice of tools to individual needs.	Assessment and consultation address referral questions/problems as presented. Uses standard assessment measures/practices with little variation to specific student needs.	Comprehensively addresses referral questions/problems and identifies related issues. Selects assessment measures/practices based on individual needs and problems. Uses a variety of assessment practices.	Thoroughly responds to referral problems and related issues, facilitates problem solving and provides appropriate resources and intervention techniques. Creatively approaches referral questions, using a variety of assessment measures/practices and implementing curriculum based measures.
<i>Evidence</i>				

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>1d: Demonstrating knowledge of TCSEA, school, district and community resources.</i>	Displays little knowledge and understanding of the available resources.	Has knowledge and understanding of the available resources within the immediate educational setting.	Has more detailed knowledge and understanding of the resources available within the immediate educational setting, school, district, TCSEA, and the community.	Demonstrates all proficient level criteria and participates in and accesses a network of child serving agencies to provide seamless services to the child, family and school.
<i>Evidence</i>				
<i>1e: Complies with procedural guidelines.</i>	Repeatedly disregards timelines, fails to complete required reports and/or documentation of evaluation, and/or fails to adhere to procedural guidelines.	Attentive to timelines, completes required reports and/or documentation of evaluation and adheres to procedural guidelines.	Works well within timelines and completes required reports and/or documentation of evaluation. Works with school-based team and parents to ensure that all procedural guidelines are consistently followed.	Demonstrates all proficient level criteria and conducts training/consultation with school staff to ensure understanding, collaboration and compliance with timelines and procedural guidelines.
<i>Evidence</i>				

Domain 1 Rating: ____U ____B ____P ____D

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Domain 2: The Assessment Environment

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>2a: Creating an environment of student respect and rapport.</i>	Interactions are negative or disrespectful and characterized by sarcasm, criticism, or insensitivity, with a disregard for the students' needs. Interactions trigger or reinforce inappropriate behavior or conflict.	Interactions are generally respectful and free from conflict, but may be characterized by occasional displays of insensitivity or lack of awareness of the students' needs.	Interactions are respectful, consistently reflecting interest and concern for the students' needs. Interactions are characterized by responsiveness, respect for differences and openness to varying opinions and perspectives.	Interactions are highly respectful, reflecting genuine interest and concern for the students' needs. Uses forethought to create an environment that is responsive, respectful of differences and open to varying opinions and perspectives.
<i>Evidence</i>				
<i>2b: Satisfying physical and emotional needs.</i>	Does not recognize or accommodate for physical and emotional needs of students.	Recognizes the necessity to satisfy the physical and emotional needs of the students and occasionally takes steps to accommodate for some needs.	Satisfies most of the physical and emotional needs of students to the extent resources allow.	Sensitive to the physical and emotional needs of the students and effectively anticipates and accommodates for these needs.
<i>Evidence</i>				
<i>2c: Creating an engaging and inviting environment.</i>	The environment does not encourage participation. Expectations for learning, achievement, or participation are unclear and unstated.	The environment provides minimal support for active participation. Conveys inconsistent or modest expectations for learning, achievement or participation.	The environment is conducive to active participation. Conveys genuine enthusiasm and clear expectations for learning, achievement or participation.	The environment supports active participation and application to students' work environment. Demonstrates a passionate commitment and high expectations.
<i>Evidence</i>				

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>2d: Managing student behavior.</i>	Demonstrates little or no knowledge of management techniques (i.e., participant engagement, varying activities, close proximity, resolving conflicts, etc.) appropriate for various situations.	Has some knowledge of effective management techniques (i.e., participant engagement, varying activities, close proximity, resolving conflicts, etc.) however, makes limited attempts to use these techniques in various situations.	Is knowledgeable of effective management techniques (i.e., participant engagement, varying activities, close proximity, resolving conflicts, etc.) and employs these techniques in various situations.	Is knowledgeable of effective management techniques (i.e., participant engagement, varying activities, close proximity, resolving conflicts, etc.), monitors behaviors and adjusts to anticipate and manage various situations.
<i>Evidence</i>				
<i>2e: Organizing storage of student files and materials.</i>	Protected assessment materials, personal notes and student files are not stored in a secure area	Protected assessment materials, personal notes and student files are stored in a secure area when one is provided.	Consults with building administrator to store protected assessment materials, personal notes and student files in a secure, locked area.	Demonstrates all proficient level criteria, as well as, monitoring access to these materials by authorized personnel only.
<i>Evidence</i>				

Domain 2 Rating: ____U ____B ____P ____D

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Domain 3: Consultation/Collaboration

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>3a: Providing consultation to students.</i>	Does not understand students' concerns. Does not provide timely, useful or practical strategies.	Demonstrates basic understanding of students' needs. Strategies are sound.	Demonstrates thorough understanding of students' needs. Facilitates the development of clear and concise strategies that are timely and effective. Follow up is provided as necessary.	Demonstrates all proficient level criteria. Students seek the involvement of the School Social Worker in solving problems. Strategies are consistently monitored and revised as necessary to promote problem solving. Collaboration is ongoing.
<i>Evidence</i>				
<i>3b: Demonstrates behaviors for building student rapport and for gaining student acceptance.</i>	Does not demonstrate active listening skills.	Generally communicates clearly and attempts to use active listening skills.	Communicates clearly and uses active listening skills.	Consistently communicates clearly and is highly responsive by using active listening skills.
<i>Evidence</i>				
<i>3c: Consults with boundaries of competence and expertise.</i>	Lacks awareness of own limits of knowledge and expertise. Consults outside the boundaries of knowledge.	Stays appropriately within boundaries of knowledge and expertise.	Has expert knowledge and competency in addressing referral problems. Maintains professional boundaries.	Demonstrates all proficient level criteria, as well as, strives to expand knowledge and expertise of self, colleagues, co-workers and community members.
<i>Evidence</i>				
<i>3d: Initiating the consultation with team members, i.e. parents, teachers, administrators, etc.</i>	Fails to make an effort to understand tasks and responsibilities of team members.	Makes an effort to understand tasks/solutions and responsibilities of team members.	Understands tasks and responsibilities of team members while examining and considering a variety of viewpoints, explanations or solutions.	Empowers team members and encourages a variety of viewpoints, explanations or solutions.
<i>Evidence</i>				

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>3e: Supporting team efforts.</i>	Is not a team player.	Inconsistently reinforces and supports the efforts of team members.	Consistently reinforces and supports the efforts of team members.	Provides leadership in reinforcing and supporting the efforts of team members.
<i>Evidence</i>				
<i>3f: Evaluates effectiveness and integrity of consultation.</i>	Does not evaluate effectiveness of interventions provided and does not assess effectiveness as a team member.	Makes an effort to evaluate effectiveness of interventions provided and makes an effort to assess effectiveness as a team member.	Evaluates the effectiveness of interventions provided and assesses effectiveness as a team member.	Accurately evaluates effectiveness of interventions provided and thoroughly assesses effectiveness as a team member.
<i>Evidence</i>				
<i>3g: Involvement on school, district and TCSEA teams.</i>	Does not participate in or attend team meetings when required. Participation in meetings undermines team process/climate.	Participates in team meetings. Needs supervision and direction about participation.	Participates actively, consistently and constructively in team meetings.	Facilitates team meetings. Anticipates and plans for team needs.
<i>Evidence</i>				
<i>3h: Accepting feedback as a team member.</i>	Is not receptive to feedback and suggestions for improvement.	Generally requests and accepts feedback and suggestions for improvement.	Requests and accepts feedback and suggestions for improvement.	Request, accepts and is highly responsive to feedback and suggestions for improvement.
<i>Evidence</i>				

Domain 3 Rating: ____U ____B ____P ____D

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Domain 4: Professional Responsibilities

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>4a: Growing and developing professionally. (school, district and TCSEA)</i>	Does not participate in professional development activities, and makes no effort to share knowledge with colleagues. Is resistant to feedback from supervisors or colleagues.	Participates in professional development activities that are convenient or required, and makes limited contributions to the profession. Accepts, with some reluctance, feedback from supervisors and colleagues.	Seeks out opportunities for professional development based on an individual assessment of need, and actively shares expertise with others. Welcomes feedback from supervisors and colleagues.	Actively pursues professional development opportunities, and initiates activities to contribute to the profession. In addition, seeks out feedback from supervisors and colleagues.
<i>Evidence</i>				
<i>4b: Accuracy of reports, protocols and contact notes.</i>	Records are not found, not legible or not secure. Important data may be missing or records may not be turned in. Does not comply with TCSEA procedures and policies for maintaining records.	Keeps systematic records and turns in records. Complies with TCSEA procedures and policies for maintaining records.	Records are complete, accurate, legible and organized. Records are turned in, in a timely manner. Complies with TCSEA procedures and policies for maintaining records.	Demonstrates proficient level criteria as well as being understandable to other qualified professionals in the event of absence.
<i>Evidence</i>				
<i>4c: Communicating with families and teachers.</i>	Provides meager or inaccurate information about student performance, interventions, programs or other relevant issues.	Offers basic information to teachers and parents about student performance, interventions, programs or other relevant issues.	Provides extensive information and considers parents' communication needs. Involves teachers and parents in the intervention process.	Provides extensive information designed to meet parents' communication needs and encourage parental involvement. Maintains contact to ensure continuing cooperation and involvement.
<i>Evidence</i>				
<i>4d: Participating in a professional community (school, district and TCSEA)</i>	Relationships with colleagues are negative or self-serving. Makes no attempt to be involved in the educational community.	Maintains cordial relationships with colleagues. Participates in events and projects in the educational community when specifically asked.	Consistently demonstrates relationships characterized by support and cooperation with colleagues. Volunteers to participate in events and projects in the educational community making a substantial community.	Provides support and cooperation and assumes a leadership role in the educational community.
<i>Evidence</i>				

<i>4e: Demonstrating professionalism/ethical conduct. (school, district and TCSEA)</i>	Has little sense of ethics and professionalism, and contributes to practices that are self-serving or harmful to students. Fails to comply with school, district and TCSEA regulations/timelines.	Displays ethical conduct in serving students and contributing to decisions in the school; however, attempts to serve students are limited. Complies minimally with school, district and TCSEA regulations/timelines.	Displays a high level of ethics and professionalism in dealing with both students and colleagues, and complies fully with school, district and TCSEA regulations/timelines.	Assumes a leadership role in school practices and procedures ensuring that all students, particularly those traditionally underserved, are honored in the school. Displays the highest standards of ethical conduct.
<i>Evidence</i>				
<i>4f: Growing in the use and application of technology..</i>	Chooses not to use technology as part of his/her job.	Uses minimal technology as part of his/her job.	Consistently uses technology as part of his/her job.	Consistently uses technology as part of his/her job and seeks ways to improve his/her technical knowledge and skills.
<i>Evidence</i>				
<i>4h: Decision making.</i>	Makes decisions that are biased, unethical or unsupported by data	Decisions are data driven and reflect the needs of the student.	Decision making is guided by best practice and interest of student; participates in team decision making.	Demonstrates all proficient level criteria and takes a leadership role in team decision making and helps ensure decisions are based on highest professional standards.
<i>Evidence</i>				

Component	Unsatisfactory	Basic/Needs Improvement	Proficient/Satisfactory	Distinguished/Excellent
<i>Demonstrates Organizational Skills</i>	Does not organize time well, not set appropriate priorities. Is not on time for work, appointments, meetings or staffing.	.	Organizes time well and sets appropriate priorities. Is on time for work, appointments, meetings or staffing.	
<i>Evidence</i>				
Rapport and Interpersonal Relationships	Appearance and poise in not appropriate for public schools. Dress is not appropriate to position. Does not maintain appropriate emotional control.		Appearance and poise appropriate for public schools. Dress is always appropriate for school. Maintains appropriate emotional control.	
<i>Evidence</i>				
Problem Solving Skills	Fails to focus on critical issues within the work environment. Fails to begin work without direct guidance, Fails to work with administration in district or coop to determine needs of students, building or district.	Deals appropriately with critical issues but fails to be a self starter. Does not seek out direction or work with administration to identify needs but will take direction with asked.	Critical issues are dealt with appropriately. Begins work without direct guidance on known tasks. Will work with administration and takes direction but is not an educational leader.	The Social Worker is a self starter. Doesn't just complete assigned tasks but looks for things to be done and starts after consulting with appropriate administrative staff, either in building or District of Coop Level. Leads educationally through their actions and by taking ownership of educational services offered to students.
<i>Evidence</i>				
<i>1f: Timeliness</i>	Does not organize time well, does not set appropriate priorities. In not on time for work, appointments, meetings or staffing.	.	Organizes time well and sets appropriate priorities. Is on time for work, appointments, meetings or staffing.	
<i>Evidence</i>				

Domain 4 Rating: ____U ____B ____P ____D

Cc: Personnel File
TCSEA Evaluator
Staff Member