

**SANGAMON AREA SPECIAL EDUCATION DISTRICT**  
**School Social Worker's Evaluation**

**Domain 1: Planning and Preparation**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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.
Evidence				
<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.
Evidence				
<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.
Evidence				

Component	Unsatisfactory	Basic	Proficient	Distinguished
<i>1d: Demonstrating knowledge of SASED, 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, SASED, 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.
Evidence				
<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.
Evidence				

Domain 1 Rating: \_\_\_\_U \_\_\_\_B \_\_\_\_P \_\_\_\_D

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<b>Domain 2: The Assessment Environment</b>				
<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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.
Evidence				
<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.
Evidence				
<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.
Evidence				

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: <i>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.
Evidence				
2e: <i>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.
Evidence				

Domain 2 Rating: \_\_\_\_U \_\_\_\_B \_\_\_\_P \_\_\_\_D

**SANGAMON AREA SPECIAL EDUCATION DISTRICT**  
**School Social Worker's Evaluation**

**Domain 3: Consultation/Collaboration**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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.
Evidence				
<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.
Evidence				
<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.
Evidence				
<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.
Evidence				

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<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.
Evidence				
<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.
Evidence				
<i>3g: Involvement on school, district and SASSED 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.
Evidence				
<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.
Evidence				

Domain 3 Rating: \_\_\_U\_\_\_B\_\_\_P\_\_\_D

**SANGAMON AREA SPECIAL EDUCATION DISTRICT  
School Social Worker's Evaluation**

**Domain 4: Professional Responsibilities**

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4a: Reflection on professional performance. (This component is addressed in the reflection record of the evaluation).</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 SASED procedures and policies for maintaining records.	Keeps systematic records and turns in records. Complies with SASED procedures and policies for maintaining records.	Records are complete, accurate, legible and organized. Records are turned in, in a timely manner. Complies with SASED procedures and policies for maintaining records.	Demonstrates proficient level criteria as well as being understandable to other qualified professionals in the event of absence.
Evidence				
<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.
Evidence				
<i>4d: Participating in a professional community (school, district and SASED)</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.
Evidence				

<b>Component</b>	<b>Unsatisfactory</b>	<b>Basic</b>	<b>Proficient</b>	<b>Distinguished</b>
<i>4e: Growing and developing professionally. (school, district and SASSED)</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.
Evidence				
<i>4f: Demonstrating professionalism/ethical conduct. (school, district and SASSED)</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 SASSED 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 SASSED regulations/timelines.	Displays a high level of ethics and professionalism in dealing with both students and colleagues, and complies fully with school, district and SASSED 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.
Evidence				
<i>4g: 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.
Evidence				
<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.
Evidence				

Domain 4 Rating: \_\_\_\_ U \_\_\_\_ B \_\_\_\_ P \_\_\_\_ D

Cc: Personnel File  
SASED Evaluator  
Staff Member

STAFF MEMBER \_\_\_\_\_ Date \_\_\_\_\_

### EVALUATION CHECKLIST

For each evaluation, staff members are required to provide the following documents:

#### TEACHERS AND SPEECH/LANGUAGE THERAPISTS:

- \_\_\_\_\_ Pre-Conference Information Record
- \_\_\_\_\_ Instructional Plan, including any handouts
- \_\_\_\_\_ Artifacts; Lesson Plans, Parent Contact Log, Communicators, IEP/Progress Reports, Assessment Data, including CBM Data
- \_\_\_\_\_ Reflection Record, including Long-Term Goals for Professional Development

#### SCHOOL PSYCHOLOGISTS AND SCHOOL SOCIAL WORKERS:

- \_\_\_\_\_ Pre-Observation Record
- \_\_\_\_\_ Artifacts; Copy of Evaluation/Assessment Report and Tools
- \_\_\_\_\_ Reflection Record, including, Long-Term Goals for Professional Development

For each evaluation, administrators will provide the following documents:

#### SASED EVALUATOR:

- \_\_\_\_\_ Formal Observation Conference Summary, including strengths and areas for growth
- \_\_\_\_\_ Summative Evaluation Record, to include ranking of Excellent, Satisfactory or Unsatisfactory for Tenured Staff
- \_\_\_\_\_ Evaluation Document as related to the appropriate discipline, including focused feedback in each of the Domains
- \_\_\_\_\_ LEA Administrator input

**SANGAMON AREA SPECIAL EDUCATION DISTRICT**  
**School Psychologists and Social Workers**  
**Pre Observation Form**

*(This form should be completed before the observation)*

**Staff Member:** \_\_\_\_\_ **Assignment:** \_\_\_\_\_

**Evaluator/Title:** \_\_\_\_\_

**Time:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Observation Setting:**

\_\_\_\_\_ Initial IEP  
\_\_\_\_\_ Re-evaluation IEP  
\_\_\_\_\_ Group Counseling \_\_\_\_\_ Grade \_\_\_\_\_ Number of Students  
\_\_\_\_\_ Individual Counseling \_\_\_\_\_ Grade  
\_\_\_\_\_ Student Assessment \_\_\_\_\_ Grade  
\_\_\_\_\_ Parent Interview \_\_\_\_\_ Grade

If assessing a student, what are the areas of concern/reason for referral?

Is there anything that needs to be noted about the observation setting?

**Cc: Personnel File**  
**SASED Evaluator**  
**Staff Member**

**SANGAMON AREA SPECIAL EDUCATION DISTRICT**  
**School Psychologist/ School Social Worker**  
**(4a) Reflection Record**

*(This form should be completed before attending the post-conference)*

Staff Member: \_\_\_\_\_ Assignment: \_\_\_\_\_

Evaluator/Title: \_\_\_\_\_

Time: \_\_\_\_\_ Date: \_\_\_\_\_

1. Reflect on professional performance (EDC, IEP, assessment, or counseling session, etc.).

A. What do you believe worked effectively during the observation?

B. Given the opportunity again, what would you do differently and why?

2. During this observation, was there evidence of understanding (by parents, teachers, students, etc.) and what was it?

3. Were you an active participant during this observation? Did you ask clarifying questions, check for understanding, and ensure parental/student involvement?

4. Self-reflection:

A. What do you see as your positive attributes?

B. What would you improve upon?

5. What are your long-term goals for professional growth?

**Cc: Personnel File  
SASED Evaluator  
Staff Member**

**SANGAMON AREA SPECIAL EDUCATION DISTRICT**  
**Summative Evaluation Record**

**Staff Member:** \_\_\_\_\_ **Assignment:** \_\_\_\_\_

**Evaluator/Title:** \_\_\_\_\_

**Employment Status:**

\_\_\_\_ Non-Tenure    \_\_\_\_ Tenured    \_\_\_\_ Years of service in the district

**Evaluation Sequence:**

\_\_\_\_ Pre-Observation Conference date  
\_\_\_\_ Formal Observation date  
\_\_\_\_ Post-Observation Conference date

**Attendance:**

\_\_\_\_ Number of days absent in current school year  
\_\_\_\_ Number of days absent in prior school year

**Punctuality:**

The staff member is regularly prompt for work, all duties, and all meetings.  
\_\_\_\_yes    \_\_\_\_no

The employee attends required meetings and school activities.    \_\_\_\_yes    \_\_\_\_no

\_\_\_\_ Non-tenured Staff Members      \_\_\_\_ Tenured Staff Members

**Evaluation Instrument Ratings:**

Distinguished/Proficient = Excellent  
Proficient/Basic = Satisfactory  
Basic/Unsatisfactory = Unsatisfactory

**Overall Performance Rating: (Tenured Staff Only)**

\_\_\_\_ Excellent    \_\_\_\_ Satisfactory    \_\_\_\_ Unsatisfactory

\_\_\_\_ LEA Administrator Signature      \_\_\_\_\_ Date

\_\_\_\_ Evaluator's Signature      \_\_\_\_\_ Date

\_\_\_\_ Staff Member's Signature      \_\_\_\_\_ Date

(The staff member's signature indicates that a conference was held.)

I have added additional comments. \_\_\_\_\_ (Staff Member's Initials)

**Remediation Plan**

\_\_\_\_ Date Initiated

\_\_\_\_ Expected Completion Date

\_\_\_\_ Date Completed

**CC: Personnel File  
SASED Evaluator  
Staff Member**

**EVALUATION DESCRIPTORS FOR  
SCHOOL PSYCHOLOGISTS AND SCHOOL SOCIAL WORKERS**

**SCHOOL PSYCHOLOGISTS**

**Domain 1: Planning and Preparation**

- Component 1a: Demonstrating knowledge of School Psychology
- Component 1b: Demonstrating knowledge of students
- Component 1c: Addressing referral questions/problems
- Component 1d: Demonstrating knowledge of SASED, school, district and community resources
- Component 1e: Complies with procedural guidelines

**Domain 2: Assessment Environment**

- Component 2a: Interaction with parents and teachers
- Component 2b: Interactions with students
- Component 2c: Importance of preparing the student
- Component 2d: Managing student behavior during evaluation
- Component 2e: Managing assessment procedures
- Component 2f: Organizing testing setting
- Component 2g: Organizing storage of student files and materials

**Domain 3: Consultation/Collaboration**

- Component 3a: Providing consultation to students
- Component 3b: Communicates effectively
- Component 3c: Consults within the boundaries of competence and expertise
- Component 3d: Evaluates effectiveness and integrity of consultation
- Component 3e: Involvement on school, district and SASED teams

#### **Domain 4: Professional Responsibilities**

- Component 4a: Reflecting on professional performance
- Component 4b: Accuracy of reports, protocols, and contact notes
- Component 4c: Quality and timeliness of feedback
- Component 4d: Participating in a professional community (school, district and SASSED)
- Component 4e: Service to profession, staff development
- Component 4f: Growing in the use and application of technology

#### **SCHOOL SOCIAL WORKERS**

#### **Domain 1: Planning and Preparation**

- Component 1a: Demonstrating knowledge of School Social Work
- Component 1b: Demonstrating knowledge of students
- Component 1c: Addressing referral questions/problems
- Component 1d: Demonstrating knowledge of SASSED, school, district and community resources
- Component 1e: Complies with procedural guidelines

#### **Domain 2: Assessment Environment**

- Component 2a: Creating an environment of student respect and rapport
- Component 2b: Satisfying physical and emotional needs
- Component 2c: Creating an engaging and inviting environment
- Component 2d: Managing student behavior
- Component 2e: Organizing storage of student files and materials

### **Domain 3: Consultation/Collaboration**

- Component 3a: Providing consultation to students
- Component 3b: Demonstrates behaviors for building student rapport and for gaining student acceptance
- Component 3c: Consults with boundaries of competence and expertise
- Component 3d: Initiating the consultation with team members i.e. parents, teachers, administrators, etc.
- Component 3e: Supporting team efforts
- Component 3f: Evaluates effectiveness and integrity of consultation
- Component 3g: Involvement on school, district and SASED teams
- Component 3h: Accepting feedback as a team member

### **Domain 4: Professional Responsibilities**

- Component 4a: Reflecting on professional performance
- Component 4b: Accuracy of reports, protocols and contact notes
- Component 4c: Communicating with families and teachers
- Component 4d: Participating in a professional community (school, district and SASED)
- Component 4e: Growing and developing professionally (school, district and SASED)
- Component 4f: Demonstrating professionalism/ethical conduct (school, district and SASED)
- Component 4g: Growing in the use and application of technology
- Component 4h: Decision making