



SWCCCASE SPECIAL EDUCATION SOCIAL WORKER STAFF PERFORMANCE EVALUATION SYSTEM

*Opening the world through education to
children and young adults
with diverse abilities*

Name: _____

Assignment: _____

Program: _____

Evaluator: _____

Completion Date: _____

Adapted From: Enhancing Professional Practice: A Framework for Technology for Teaching by Charlotte Danielson, ASCD and the evaluation form of NTDSE



SOCIAL WORK PERFORMANCE STANDARDS

Four Domains of Social Work with 20 Components

<p style="text-align: center;">Domain 1: Planning and Preparation</p> <p>1a. Demonstrating knowledge of content and application in the practice of social work services within a school setting</p> <p>1b. Developing IEP goals for social work services appropriate to the setting and the students served</p> <p>1c. Demonstrating knowledge of Cooperative, State, and Federal regulations and guidelines as they apply to school practices</p> <p>1d. Demonstrating knowledge of resources, both within and beyond the school and district as they apply to school practices</p> <p>1e. Designing the social work plan using assessment and/or diagnostic information which may include individual, small group, in-class activities, and crisis intervention as applicable</p> <p>1f. Developing an evaluation of the social work plan</p>	<p style="text-align: center;">Domain 2: The Environment</p> <p>2a. Creating an environment of respect and rapport</p> <p>2b. Establishing a culture of personal growth</p> <p>2c. Utilizing clear procedures for referrals</p> <p>2d. Managing student behavior</p>
<p style="text-align: center;">Domain 3: Instruction/Service Delivery</p> <p>3a. Assessing student needs, completing assessments and written reports</p> <p>3b. Assisting students and teachers in formulation of academic, personal/social and behavior plans</p> <p>3c. Engaging students in social work services</p> <p>3d. Demonstrating flexibility and responsiveness</p>	<p style="text-align: center;">Domain 4: Professional Responsibilities</p> <p>4a. Reflecting on practice</p> <p>4b. Maintaining accurate and effective documents</p> <p>4c. Communicating with families</p> <p>4d. Participating in a professional community</p> <p>4e. Growing and developing professionally</p> <p>4f. Demonstrating professionalism</p>

SWCCCASE

SOCIAL WORKER PRE-OBSERVATION PLANNING RECORD

Name: _____

Date: _____

Program/School: _____

Subject /Area: _____

1. Briefly describe the group observed, including any difficulties you anticipate.	2. What are your goals for the group during this session? Why are these goals suitable for this group? <i>(Components 1a and 1b)</i>
3. How do these goals support the groups needs? <i>(Component 1b)</i>	4. How do you plan to engage the group in the session? What will you do? What strategies will you use? What will the group do? <i>(Components 2a, 2b, 2d, and 3c)</i>
5. What instructional materials or other resources will you use? <i>(Component 3c)</i>	6. How do you plan to gather data and assess progress toward the goals? How do you plan to make use of the results of the assessment? <i>(Components 1e and 3a)</i>

SWCCCASE SOCIAL WORKER RUBRIC
DOMAIN 1: PLANNING AND PREPARATION

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>1a: Demonstrating knowledge of Content and Application in the Practice of Social Work Services Within a School Setting</p> <p><i>- Knowledge of therapeutic practice and application within school setting</i></p> <p><i>- Knowledge of prerequisite relationships</i></p>	<p>SW demonstrates little or no knowledge and skill in the social work area. SW demonstrates little or no knowledge of therapeutic practice nor of prerequisite relationships.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates basic knowledge and skill in the social work area. SW has some knowledge of therapeutic practice and prerequisite relationships.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates thorough knowledge and skill in the social work area. SW has sufficient knowledge of therapeutic practice and prerequisite relationships.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates extensive knowledge and skill in the social work area. SW has advanced knowledge of therapeutic practice and prerequisite relationships.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1b: Developing IEP Goals for Social Work Services Appropriate to the Setting and the Students Served</p> <p><i>- Alignment to school population</i></p> <p><i>- Alignment to the age of the students</i></p> <p><i>- Observable and measurable</i></p>	<p>SW has IEP goals that are not appropriate to the setting and the students served. Goals are not observable and measurable.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates basic knowledge of developing IEP goals that are appropriate to the setting and students served. Goals are basically aligned to program population, age of students, and are measurable.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates solid knowledge of developing IEP goals for social work services that are appropriate to the setting and students. Goals are solidly aligned with program population, age of students, and measurable.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates advanced knowledge for developing IEP goals for social work services that are appropriate to the setting and students served. Goals are developed collaboratively with the educational team and are solidly aligned with the program population, age of students, and measurable.</p> <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>1d: Demonstrating knowledge of resources, both within and beyond the school and district as they apply to School Practices <i>- Awareness of resources within school district</i> <i>- Awareness of resources outside the school district</i></p>	<p>SW demonstrates little or no knowledge of social work resources for parents, students, program personnel, and/or other therapists available through the program or Cooperative.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates basic knowledge of social work resources for parents, students, program personnel, and/or other therapists available through the program or Cooperative.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates thorough knowledge of social work resources for parents, students, program personnel, and/or other therapists available through the program or Cooperative, and has solid familiarity with resources outside the Cooperative.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates extensive knowledge of social work resources for parents, students, program personnel, and/or other therapists available through the school or Cooperative, and extensive familiarity with resources outside the Cooperative. SW seeks out whatever resources are necessary to best meet needs of students. SW proactively shares resources with parents, students, school personnel, and/or other therapists as appropriate.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1e: Designing the Social Work Plan Using Assessment and/or Diagnostic Information Which May Include Individual, Small Group, In-Class Activities, and Crisis Intervention as Applicable <i>- Alignment of therapeutic objectives to educational programming</i> <i>- Cohesive structure</i></p>	<p>Social work planning consists of a random collection of unrelated activities that are inappropriate, lacking structure, coherence, and a relevant clinical rationale, and are unrelated to students' goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Social work planning has a guiding principle and includes a number of worthwhile interventions, and is based on relevant clinical rationale, but does not fully address students' needs and goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Social work planning consists of appropriate, coherent interventions, is based on relevant clinical rationale, and sufficiently incorporates students' needs and goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Social work planning consists of highly coherent, extremely appropriate interventions based on relevant clinical rationale that completely incorporate students' needs and goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>1f: Developing an Evaluation of Social Work Services <i>- Clarity of goals</i> <i>- Collection of evidence</i></p>	<p>SW has no plan to evaluate their therapy or resists suggestions that such an evaluation is important.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW has a rudimentary plan to evaluate the therapy.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW's plan to evaluate the therapy is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path to improving the program on an ongoing basis.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments:

SWCCCASE SOCIAL WORKER RUBRIC DOMAIN 2: THE ENVIRONMENT

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>2a: Creating an Environment of Respect and Rapport*</p> <ul style="list-style-type: none"> - Establish rapport through positive verbal and non-verbal exchanges - Student/Social Worker interactions are respectful, reflecting warmth and caring - Student/Therapist interactions are culturally and developmentally appropriate 	<p>Therapeutic interactions between SW and students are negative, inappropriate, or insensitive to students' cultural backgrounds or disabilities. Interactions are disparaging and/or characterized by conflict.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Therapeutic interactions between SW and students are generally appropriate, with occasional displays of insensitivity to students' cultural backgrounds or disabilities. SW's efforts at developing rapport with students are partially successful.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Therapeutic interactions between SW and students are appropriate, positive, and respectful. SW reflects warmth and empathy towards student. SW demonstrates attempts to establish rapport according to students' individual abilities. Students' responses indicate positive engagement in therapy.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>Therapeutic interactions between SW and students reflect a high degree of comfort and trust, and are appropriate, positive, and respectful. SW successfully establishes rapport according to students' individual abilities and interests, and engages them using a variety of therapeutic approaches. Students actively and positively engage in therapy.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2b: Establishing a Culture of Personal Growth</p> <ul style="list-style-type: none"> - Sessions are characterized by clear and high expectations - Success is facilitated through knowledge of individual needs, abilities, and learning styles - Student participation is encouraged and elicited 	<p>Therapeutic environment conveys a negative culture for personal growth characterized by low expectations for student growth. Therapeutic interventions are not individualized. Environment/culture discourages student engagement in learning.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW attempts to create a culture for learning with minimal success. Expectations for personal growth are modest. Therapeutic interventions are not always individualized, and students are only marginally involved and engaged in therapy. Students have minimal opportunities to express themselves and communicate.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW continually establishes a positive culture for personal growth characterized by high expectations for students. Therapeutic interventions are consistently individualized, and students are actively engaged in therapy. Students have multiple opportunities to express themselves and communicate within the culture/environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW consistently establishes an extremely positive culture for personal growth characterized by very high expectations for the student. Therapeutic interventions are always individualized, and there is a high and consistent level of student engagement in therapy. SW demonstrates high levels of passion and enthusiasm to contribute to the positive environment/culture. Students are welcomed to express themselves and communicate within the culture/environment.</p> <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>2c: Utilizing Clear Procedures for Referrals</p> <ul style="list-style-type: none"> - <i>Management of referrals</i> - <i>Consultation with all stakeholders</i> - <i>Alignment to identified needs</i> 	<p>SW lacks organizational and time management skills. SW is never timely with managing referrals, does not consult with stakeholders, and does not provide services aligned with needs of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates moderately developed organizational and time management skills. SW is sometimes timely with managing referrals, sometimes consults with stakeholders, and sometimes aligns services with needs of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates effective organizational and time management skills. SW is consistently timely with managing referrals, consistently consults with stakeholders, and consistently aligns services with needs of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates excellent organizational and time management skills. SW always manages referrals in a timely manner. SW always consults with stakeholders and seeks out their input and concerns. SW always aligns services to the needs of students.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>2d: Managing Student Behavior*</p> <ul style="list-style-type: none"> - <i>Establishing clear standards of conduct and monitoring of student behavior</i> - <i>Responding pro-actively to behavior</i> - <i>Familiarity with classroom and building-wide standards of conduct</i> 	<p>SW has no established standards of student conduct. SW disregards or fails to address negative student behavior during therapy, or response to student behavior is disrespectful to student dignity. SW has no knowledge of classroom/building/Cooperative behavior expectations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW appears to have established standards of student conduct, but they are not clearly communicated, and enforcement of rules is inconsistent. Attempts to monitor and respond to student behavior during therapy are only partially successful. SW has some knowledge of classroom/building/Cooperative behavior expectations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW has sufficient standards of student conduct in therapy sessions that are consistently enforced and clearly communicated. Attempts to monitor and respond to student behavior are frequently successful. Response to student behavior is appropriate and respectful. SW has a clear understanding of classroom/building/Cooperative behavior expectations, and is able to incorporate these rules of conduct within therapy sessions.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW has effective and appropriate standards of student conduct in therapy sessions that are consistently and clearly communicated and enforced. Response to student behavior is almost always successful, and is sensitive, proactive, appropriate, and respectful. SW provides opportunities for students to engage in self-monitoring of behavior, as appropriate. SW has clear understanding of classroom/building/Cooperative behavior expectations, and is able to incorporate these rules of conduct within therapy sessions.</p> <p style="text-align: right;"><input type="checkbox"/></p>

*Differences in disability must be taken into consideration

Comments:

Adapted From: *Enhancing Professional Practice: A Framework for Teaching* by Charlotte Danielson, ASCD Publications, 1996 and the evaluation form of NTDSE

**SWCCCASE SOCIAL WORKER RUBRIC
DOMAIN 3: INSTRUCTION / SERVICE DELIVERY**

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>3a: Assessing Student Needs, completing assessments and written reports <i>- Correlation to developmental functioning</i> <i>- Data-derived therapeutic programming</i></p>	<p>SW conducts cursory and/or inaccurate assessments.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW conducts basic, accurate assessments with limited professional impressions and recommendations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW conducts quality assessments that offer appropriate professional impressions and recommendations.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW conducts high quality comprehensive assessments: synthesizes data collected; offers detailed professional impressions and recommendations.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>3b: Assisting Students and Teachers in Formulation of Academic, Personal/Social and Behavior Plans* <i>- Range of strategies</i> <i>- Skill Acquisition</i> <i>-Alignment to educational goals</i></p>	<p>SW does not assist teachers or students in formulating academic, personal/social, or behavior plans for students. SW does not provide a range of strategies to enhance academic, personal/social, or behavioral improvement and success. SW does not identify and assist the student in acquiring needed skills. SW interventions are not aligned with educational goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW inconsistently assists students and teachers in formulating academic, personal/social, and behavior plans for students. SW provides a limited range of strategies to address academic, personal/social, and behavioral needs of students. SW identifies some skills needed by student and inconsistently assists the student in acquiring the needed skill. SW interventions are not consistently aligned with educational goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW consistently assists students and teachers in formulating academic, personal/social, and behavior plans for students. SW provides a suitable range of strategies to address academic, personal/social, and behavioral needs of students. SW adequately identifies skills needed by students and adequately assists the student in acquiring the needed skill. SW interventions are consistently aligned with educational goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW consistently assists students and teachers in formulating academic, personal/social, and behavior plans for students. SW provides an extensive range of strategies to create a detailed comprehensive plan to address academic, personal/social, and behavioral needs of students. SW is excellent at identifying skills needed by students and is excellent at assisting the student in acquiring the needed skill. SW interventions are always aligned with educational goals.</p> <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>3c: Engaging Students in Social Work Services*</p> <ul style="list-style-type: none"> - <i>Appropriate to goals</i> - <i>Student engagement</i> - <i>Diagnostically aligned level of challenge</i> 	<p>SW demonstrates little or no motivation, energy, or enthusiasm for engaging students in social work sessions. SW makes few or no attempts to engage students during sessions. Social work interventions, materials, and groupings of students are inappropriate to meet student goals and level of challenge is not diagnostically aligned.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates moderate motivation, energy, or enthusiasm for engaging students in social work sessions. SW occasionally elicits some student engagement during the sessions. SW interventions, materials, and groupings of students are inconsistently appropriate to meet student goals, resulting in moderate student engagement in learning and therapy. The level of challenge in sessions is occasionally diagnostically aligned.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates sufficient motivation, energy, or enthusiasm for engaging students in social work sessions. SW frequently elicits student engagement during the sessions. Social work interventions, materials, and groupings of students are consistently appropriate to meet student goals, resulting in full student engagement in learning and therapy. The level of challenge in sessions is frequently diagnostically aligned.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW demonstrates high level of motivation, energy, or enthusiasm for engaging students in social work sessions. SW always elicits student engagement during sessions. Social work interventions, materials, and groupings of students are effective to meet student goals, resulting in full engagement in learning and therapy, with multiple opportunities for independence during therapy. SW seeks resources to maintain successful engagement of students as necessary. The level of challenge in sessions is always diagnostically aligned.</p> <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>3d: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> - Service adjustment -Response to students -Persistence -Team Approach 	<p>SW adheres to rigid session plan, even when interventions are not appropriate or successful, and SW ignores student responses that may indicate change. SW does not vary, and has little to no repertoire of therapeutic strategies or frameworks. SW refuses to be responsive or flexible with team members during service delivery. SW is rigid and inflexible in terms of scheduling and logistics and does not persist in providing service.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW makes limited changes to therapy plan when confronted with evidence of the need for change. SW attempts to respond to student responses, but may not always be successful in spontaneously responding. SW uses a modest repertoire of therapeutic strategies and frameworks. SW inconsistently demonstrates flexibility and responsiveness to team members during service delivery. SW is occasionally flexible with team members regarding scheduling and logistics. SW is sometimes persistent in providing service</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW makes appropriate revisions to therapy plan when necessary, and accommodates student responses during sessions. SW uses a varied and sufficient repertoire of therapeutic strategies and frameworks. SW demonstrates team approach and is flexible and responsive to team members during service delivery, including co-treatment sessions. SW is willing to be flexible with team members regarding scheduling and logistics and prioritizes needs of students in doing so. SW is consistently persistent in providing service.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW is continually seeking ways to improve therapy plan as necessary in reaction to student responses and team member input. SW always responds to and accommodates student responses during sessions. SW uses a varied and extensive repertoire of therapeutic strategies and frameworks. SW is proactively flexible and responsive to team members during service delivery, and organizes co-treatment /push-in opportunities. SW demonstrates flexibility with team members in terms of scheduling and logistics even after initial schedule is set if changes are apparent to better meet student needs. SW is always persistent in providing services.</p> <p style="text-align: right;"><input type="checkbox"/></p>

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Comments:

Adapted From: Enhancing Professional Practice: A Framework for Teaching by Charlotte Danielson, ASCD Publications, 1996 and the evaluation form of NTDS

SWCCCASE SOCIAL WORKER RUBRIC
DOMAIN 4 : PROFESSIONAL RESPONSIBILITIES

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
4a: Reflecting on Practice - Accuracy -Use in future practice	SW does not reflect on practice, or the reflections are inaccurate or self-serving. SW does not plan for future practice based on reflection of current practice. <p style="text-align: right;"><input type="checkbox"/></p>	SW reflects on practice occasionally. Reflection on practice is moderately accurate and objective, but SW is unable to cite examples for improvement. SW sometimes plans future practice based on reflection of current practice. <p style="text-align: right;"><input type="checkbox"/></p>	SW consistently and accurately reflects on therapy practice. SW is able to cite specific suggestions for improvements and in turn modifies future therapy accordingly. SW consistently plans future practice based on reflection of current practice. <p style="text-align: right;"><input type="checkbox"/></p>	SW always reflects on practice and reflection is highly accurate and perceptive. SW investigates ways to improve therapy outcomes and promote student success. SW always plans future practice based on reflection of current practice. <p style="text-align: right;"><input type="checkbox"/></p>
4b: Maintaining Accurate and Effective Documentation - Clarity -Accuracy -Adjustment of services -Confidentiality	SW's data management system is nonexistent. SW is unable to meet deadlines for documentation and/or documentation is incomplete or unsuitable. SW does not adjust services based on documentation and is not sensitive to confidentiality. <p style="text-align: right;"><input type="checkbox"/></p>	SW's data management is insufficient or rudimentary for monitoring student progress. SW occasionally refers to documentation to adjust therapeutic services and goals. SW inconsistently demonstrates confidentiality. <p style="text-align: right;"><input type="checkbox"/></p>	SW's data management system is organized thorough, and effective for monitoring student progress. SW consistently refers to documentation to adjust therapeutic services and goals, and uses it to communicate with the team. SW submits thorough and professional documentation in a timely manner. SW consistently demonstrates confidentiality. <p style="text-align: right;"><input type="checkbox"/></p>	SW's data management system is highly organized and effective for monitoring student progress. SW continually refers to documentation to adjust therapeutic services and goals, and uses it to communicate with the team. SW is collaborative with classroom teams and incorporates their individual data systems as appropriate. SW submits extremely thorough and extensive documentation in a timely manner. SW always adheres to the highest level of confidentiality and promotes confidentiality with colleagues. <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>4c: Communicating with Families <i>-Sensitive communication</i> <i>-Meaningful information</i></p>	<p>SW is unavailable to families for questions and planning and does not provide requested resources. SW is not sensitive to nature and content of communication with families. SW refuses to provide meaningful information.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW is inconsistently available to family members for questions, planning and providing requested resources. SW occasionally collaborates with families and sometimes is sensitive in communicating. Meaningful information is insufficiently provided to families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW is consistently available to family members for questions and planning. SW initiates contact with families for collaboration and communication. SW always provides requested resources. SW is consistently sensitive in communicating with families and consistently provides information to families.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW is always available to family members for questions and planning. SW seeks out collaborative opportunities with the family and makes time to communicate and plan accordingly. SW always provides requested resources, and also initiates provision of necessary resources for student success. SW initiates providing information to families. SW is always highly sensitive in communicating with families.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>4d: Participating in a Professional Community <i>-Relationship with colleagues</i> <i>-Involvement in a culture of professional inquiry</i> <i>-Service to the district/Cooperative</i> <i>-Participation in school and district/Cooperative projects</i></p>	<p>SW avoids participating in a professional community, school, cooperative, department meetings and committees. SW does not participate as a member of the multidisciplinary team. SW displays a negative attitude in the professional environment. SW refuses to participate in district projects and refuses to participate in professional inquiry.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW seldom participates in a professional community, school, cooperative, department meetings and committees. SW occasionally participates as a member of the multidisciplinary team. SW intermittently participates in social work-related professional opportunities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW participates in professional community, school, cooperative, department meetings and committees. SW consistently participates as a member of the multidisciplinary team, and displays a positive and professional demeanor. SW participates in social work-related professional opportunities.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW actively participates in and makes a substantial contribution to professional community, school, cooperative, department meetings and committees. SW always participates as a member of the multidisciplinary team, displays a positive and professional demeanor, and assumes leadership role when able. SW continually seeks out social work-related professional opportunities.</p> <p style="text-align: right;"><input type="checkbox"/></p>

COMPONENT	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
<p>4e: Growing and Developing Professionally -Content knowledge and disability specific information -Receptivity to feedback from colleagues</p>	<p>SW does not participate in professional development activities, even when such activities are clearly needed for the development of skills. SW makes no effort to share information with team members. SW is resistant to feedback from team members or administration.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW participates in professional development activities that are convenient or are required. SW makes minimal effort to share information with team members. SW accepts, with some reluctance, feedback from administration and team members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW seeks out opportunities for professional development based on an individual assessment of need, and shares expertise with others. SW welcomes feedback from administration and team members.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW actively pursues professional development opportunities and demonstrates content knowledge and seeks to increase knowledge of disability information. SW actively shares expertise with others. SW seeks and incorporates feedback from administration and team members into therapy practice.</p> <p style="text-align: right;"><input type="checkbox"/></p>
<p>4f: Demonstrating Professionalism - Integrity and ethical conduct -Service to students -Decision making -Compliance with school and district regulations</p>	<p>SW does not adhere to the code of ethics and professionalism and displays dishonest interactions with team members, students, and the public. SW fails to comply with school and cooperative regulations and timelines and provides an insufficient level of service to students. SW violates practices of confidentiality as defined by state and federal law.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW inconsistently adheres to the code of ethics and professionalism and displays honest interactions with team members, students, and the public. SW demonstrates some advocacy for students. SW complies minimally with school and cooperative regulations and timelines and provides basic level of service to students. SW adheres to practices of confidentiality as defined by state and federal law.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW consistently adheres to the code of ethics and professionalism and displays sincere interactions with team members, students, and the public. SW advocates for students when needed. SW fully complies with school and district regulations and timelines and provides sufficient level of service to students. SW adheres to practices of confidentiality as defined by state and federal law.</p> <p style="text-align: right;"><input type="checkbox"/></p>	<p>SW always adheres to the code of ethics and professionalism and displays sincere interactions with team members, students, and the public. SW assumes leadership role often and consistently advocates for needs of students. SW fully complies with school and district regulations and timelines and provides advanced level of service to students. SW adheres to practices of confidentiality as defined by state and federal law.</p> <p style="text-align: right;"><input type="checkbox"/></p>

Comments:

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PROFESSIONALISM

Attendance/Punctuality

Number of Sick Days Used to Date: _____

Personal Days Used to Date: _____

Number of Learning Links Credits Completed to Date: _____

Professional Appearance

Professional Demeanor

RATING

Domain 1: Planning and Preparation

1a. _____

1b. _____

1c. _____

1d. _____

1e. _____

1f. _____

Domain 2: The Environment

2a. _____

2b. _____

2c. _____

2d. _____

Domain 3: Instruction/Delivery of Service

3a. _____

3b. _____

3c. _____

3d. _____

Domain 4: Professional Responsibilities

4a. _____

4b. _____

4c. _____

4d. _____

4e. _____

4f. _____

TOTAL POINTS: _____

NUMBER OF ITEMS RATED: _____

Overall Performance Rating: _____

Excellent	3.51 – 4.0
Proficient	2.50 – 3.50
Needs Improvement	2.0 – 2.49
Unsatisfactory	1.0 – 1.99

Social Worker's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Professional Data Record

Please share additional information since your last evaluation.

Name: _____

Date: _____

Please record all significant accomplishments. Your comments should serve to clarify and give specific meaning to each item.

Contributions to Program, District and/or Cooperative beyond the regular assignment
(committees, co-curricular, etc.):

Academic Preparation (academic courses, workshops, conferences, etc.):

Professional Contributions:

Memberships:

Presentations:

Published Work:

Other:

Awards and Recognition:

Other:

Self Assessment

Strengths:

Areas for Professional Growth:

Employee Signature

Date