Option 2: School Social Workers Evaluation Report (5 point rating scale with scoring guide)

SSW:	Supervisor:
School(s)/Area/Districts:	Date://

Criteria	Exceeds (Performance is Excellent)	nance is Excellent) (Performance is (Needs Improvement)		Does Not Meet (Performance is	Does Not
1. The SSW demon- strates commitment to the values and ethics of the social work profession and abides by NASW's Code of Ethics as a guide to ethical decision making.	Demonstrates exceptional commitment to the values and ethics of the social work profession and abides by NASW's Code of Ethics as a guide to ethical decision making.	Satisfactory) Demonstrates commitment to the values and ethics of the social work profession and abides by NASW's code of Ethicsas a guide to ethical decision making.	Demonstrates inconsistent commitment to the values and ethics of the social work profession and abides by NASW's Code of Ethics as a guide to ethical decision making.	Unsatisfactory) Shows little or no regard for the values and ethics of the social work profession and abides by NASW's Code of Ethics as a guide to ethical decision making.	Apply
2. The SSW demon- strates an understand- ing of human behav- ior in the social envi- ronment.	Demonstrates superior knowledge of human behavior in the social environment.	Demonstrates adequate knowledge of human behavior in the social environment	Demonstrates inconsistent knowledge of human behavior in the social environment.	Demonstrates an insufficient knowledge of human behavior in the social environment.	
3: The SSW im- plements various practice modalities to empower disadvan- taged and oppressed populations.	Demonstrates superior skills in working with and empowering disadvantaged and oppressed populations.	Uses various practice modalities to empower disadvantaged and oppressed populations.	Intermittently (Inconsistently?) uses various practice modalities to empower disadvantaged and oppressed populations.	Seldom uses various practice modalities to empower disadvantaged and oppressed populations.	
4: The SSW understands social policies relators to services in schools.	Demonstrates above average understanding of social policies related to services in schools and actively addresses issues they present.	Demonstrates understanding of social policies related to services in schools.	Demonstrates inconsistent understanding of social policies related to services in schools.	Shows little or no understanding of social policies related to services in schools.	



5: The SSW demonstrates knowledge about child development and biological factors that affect students' ability to function effectively in school.	Demonstrates superior knowledge about child development and biological factors that affect students' ability to function effectively in school.	Demonstrates knowledge of child development and biological factors that affect students' ability to function effectively in school.	Demonstrates inconsistent knowledge of child develop-ment and biological factors that affect students' ability to function effectively in school.	Shows little or no knowledge about child development and biological factors that affect students' ability to function effectively in school.
6. The SSW demonstrates knowledge of the influences of socio- economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	Demonstrates superior knowledge of the influences of socio- economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	Demonstrates knowledge of the influences of socio- economic status, geneer culture, disability, and sexual orientation on colucational opportunities for students.	Demonstrates inconsistent knowledge of the influences of socio- economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	Demonstrates little or no knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educaitonal opportunities for students.
7: The SSW demon- strates an under- standing of how em- phasizing students' strengths and protect- tive factors can enhance educational success.	Actively emphasizes students' strengths and protective factors to enhance educational success.	Emphasizes students' strengths and protective factors to enhance educational success.	Demonstrates inconsistent understanding of how emphasizing students' strengths and protective factors can enhance educational success.	Shows little or no understanding of how emphasizing students' strengths and protective factors can enhance educational success. (Does not emphasize students strengths and protective factors to enhance educational success.)
8. Demonstrates an understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio- psychosocial assessment, consultation, and	Demonstrates superior understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio- psychosocial assessment, consultation, and process coordination.	Demonstrates understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio- psychosocial assessment, consultation, and process coordination. for students.	Demonstrates inconsistent understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio- psychosocial assessment, consultation, and process coordination.	Demonstrates little or no understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio- psychosocial assessment, consultation, and process coordination.



process coordination.				
9: The SSW	Demonstrates a	Demonstrates an	Intermittently	Shows little or no
demonstrates an	superior understanding	understanding of the	demonstrates an	understanding of the
understanding of the	of the historical and current	historical and current	understanding of the	historical and current
historical and current	perspectives of public	perspectives of public	historical and current	perspectives of public
perspectives of public	school education,	school education,	perspectives of public	school education, educa-
school education,	educational reform and	educational reform and	school education,	tional reform and
educational reform and	legislation affecting	legislation affecting	educational reform and	legislation affecting
legislation affecting	educational opportunity,	educational opportunity,	legislation affecting	educational opportunity,
educational	problems, and policy issues.	problems, and policy issues.	educational opportunity,	problems, and policy
opportunity, problems,	F III I, III F IJ IIII	r i i i i i r i j i i i i	problems, and policy issues.	issues.
and policy issues.			process, and pointy issues.	
and poincy issues.		200	7/	
10: The SSW demon-	Demonstrates superior	Demonstrates adequate	Demonstrates limited	Demonstrates an
strates understanding	understanding of the 5) understanding of the	understanding of the	insufficient under-
of the local education	local education agency as a	tocal education agency as a	local education agency as a	standing of the <i>local</i>
agency as a system.	system.	system.	system.	education agency as a
			•	system.
11. The SSW demon-	Demonstrates superior	Demonstrates	Demonstrates limited	Shows little or no
strates knowledge and	knowledge and	knowledge and	knowledge and	understanding about
understanding about	understanding about	understanding about	understanding about	approaches to teaching and
approaches to teaching	approaches to teaching and	approaches to teaching and	approaches to teaching and	learning including the roles
and learning including	learning including the roles	learning including the roles	learning including the roles	and areas of competence of
the roles and areas of	and areas of competence of	and areas of competence of	and areas of competence of	various professionals in the
competence of various	various professionals in the	various professionals in the	various professionals in the	local education agency.
professionals in the	local education agency	local education agency	local education agency	
local education agency.				
12: The SSW	Demonstrates superior	Demonstrates adequate	Demonstrates limited	Shows little or no
demonstrates know-	knowledge and under-	knowledge and under-	knowledge and	understanding about
ledge and under-	standing about how family	standing about how family	understanding about how	how family dynamics,
standing about how	dynamics, health, wellness,	dynamics, health, wellness,	family dynamics, health,	health, wellness, mental
family dynamics,	mental health, and social	mental health, and social	wellness, mental health, and	health, and social welfare
health, wellness,	welfare policies, programs,	welfare policies, programs,	social welfare policies,	policies, programs, and
mental health, and	and resources in the	and resources in the	programs, and resources in	resources in the
social welfare policies,	community impact student's	community impact student's	the community impact	community impact
programs, and	success in the school	success in the school	student's success in the	student's success in the
resources in the	environment.	environment.	school environment.	school environment.
community impact	environment.		sensor environment.	Senoor environment.
student's success in the				
school environment.				
senoor environment.				



13: The SSW gathers data using multiple methods and sources to assess the need, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community.	Demonstrates superior skills in using multiple methods and sources to assess the need, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community	Adequately gathers data using multiple methods and sources to assess the need, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community.	Inconsistently gathers data using multiple methods and sources to assess the need, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighborhood and community	Does not implement multiple methods in gathering data to assess the need, characteristics, and interactions of students, families, local education agency personnel, individuals, and groups in the neighbor- hood and community	
14: When appropriate, the SSW collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotion- al, legal, and environ- mental factors that affect student's learning.	Demonstrates superior skills in collecting information to document and assess aspects of the biological, medical, psychological, endiural, sociological, emotional, legal, and environmental factors that affect student's learning.	Adequately collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning.	Inconsistently collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environ-mental factors that affect student's learning.	Does not collect sufficient information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect stude5tn's learning, when appropriate.	
15: The SSW integrates bio- psychosocial assess- ment data into reports that include education- ally relevant recom- mendations as well as performance objective and measurable outcomes as needed.	Demonstrates superior skills in integrating bio-psychosocial assessment data into reports that include education-ally relevant recommendations as well as performance objective and measurable outcomes as needed	Adequately integrates bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed	Inconsistently integrates bio- psychosocial assessment data into reports that include education-ally relevant recommendations as well as performance objective and measurable outcomes as needed	Does not integrate bio-psychosocial assessment data into reports that include education-ally relevant recommendations as well as performance objective and measurable outcomes as needed	



16: The SSW de-	Displays superior skills	Demonstrates	Demonstrates	Does not understand
monstrates an under-	in understanding	adequate understanding	inconsistencies in	current and proposed
standing of current and	current and proposed	of current and proposed	understanding f current and	policies, analyze their
proposed policies,	policies. Displays superior	policies, analysis of their	proposed policies, analysis	affect on students, and
analyze their affect on	ability to analyze their affect	affect on students, and	of their affect on students,	advocate for policies that
students, and advocate	on students, and advocate for	advocacy for policies that	and advocacy for policies	maximize student success.
for policies that maxi-	policies that maximize	maximize student success.	that maximize student	
mize student success.	student success.		success	
17: The SSW	Displays superior	Demonstrates adequate	Intermittently assesses	Does not assess
demonstrates skills to	skills in assessing	skills in assessing	problems and	problems and
assess problems and	problems and determining	problems and determining	determine whether	determine whether
determine whether	whether interventions should	whether interventions should	interventions should occur at	interventions should occur
interventions should	occur at the primary,	occur at the primary,	the primary, secondary, or	at the primary, secondary,
occur at the primary,	secondary, or tertiary level.	secondary, or tertiary level.	tertiary level.	or tertiary level.
secondary, or tertiary	7			
level.	5)/			
18: The SSW's	Provides/leadership/n=	Practice incorporates	Practice intermittently	Practice does not
practice incorporates	researching and	empirically supported	incorporates	incorporate
empirically support-ed	incorporating empirically	interventions	empirically supported	empirically support-ed
interventions.	supported interventions		interventions	interventions
19. The SSW shares	Drovidos las dorshin in	Shares research and	Occessionally shares	Does not share
	Provides leadership in	practice evaluation	Occasionally shares	
research and practice	conducting and sharing research and practice	findings through in-service	research and practice	research and practice
evaluation findings through in-service	evaluation findings through	training, conferences, and/or	evaluation findings through in-service training,	evaluation findings through in-service training,
			conferences, and/or	conferences, and/or
training, conferences,	in-service training, conferences, and/or	publications.		
and/or publications.			publications.	publications.
20. The SSW works	publications.	Works offentively		
	Provides leadership	Works effectively with	Intermittently works	Does not work with
effectively with	working with	individuals and groups	with individuals and	individuals and
individuals and groups	individuals and groups who	who have diverse interests,	groups who have diverse	groups who have diverse
who have diverse	have diverse interests, but	but whose common purpose	interests, but whose common	interests, but whose
interests, but whose	whose common purpose is to	is to develop programs or	purpose is to develop	common purpose is to
common purpose is to	develop programs or systems	systems of care that support	programs or systems of care	develop programs or
develop programs or	of care that support and	and enhance the health,	that support and enhance the	systems of care that
systems of care that	enhance the health, social	social and emotional well-	health, social and emotional	support and enhance the
support and enhance	and emotional well-being,	being, and safety of students.	well-being, and safety of	health, social and
the health, social and	and safety of students.		students.	emotional well-being, and
emotional well-being,				safety of students.
and safety of students.				



21. The SSW supports the development and implementation of comprehensive school- based and school- linked programs that promote student health and mental health.	Provides leadership in the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.	Adequately supports the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.	Inconsistently supports the development and implementation of comprehensive school-based and school-linked programs that promote student health and mental health.	Does not support the development and implementation of comprehensive school- based and school-linked programs that promote student health and mental health.	
22. The SSW coordinates community resources that support students' success.	Displays exceptional skills in coordinating community resources that support students' success	Adequately coordinates community resources that support students' success	Occasionally coordinates community recources that support /students' success.	Does not coordinate community resources to support students' success.	
23. The SSW remains knowledgeable of reforms in education and best practice models in the social work profession.	Goes beyond expectations in remaining knowledgeable of reforms in education and best practice models in the social work profession.	Adequately remains knowledgeable of reforms in education and best practice models in the social work profession.	Demonstrates little knowledge of reforms in education and best practice models in the social work profession.	Does not remain knowledgeable of reforms in education and best practice models in the social work profession.	
24. The SSW assists in the ongoing development of school social work.	Provides leadership at the district, state and/or national level in the development and promotion of school social work.	Assists in the ongoing development of school social work.	Occasionally contributes to the ongoing development of school social work.	Does not contribute to the ongoing development of school social work.	
25: The SSW may provide field instruc- tion through the supervision of school social work interns and through the provision of other appropriate learning experiences in relation to schools social work practice.	Provides leadership in providing field instruction through the supervision of school social work interns and through the provision of other appropriate learning experiences in relation to schools social work practice	Provides adequate field instruction through the supervision of school social work interns and through the provision of other appropriate learning experiences in relation to schools social work practice	When providing field instruction, occasionally provides supervision and other appropriate learning experiences in relation to schools social work practice	When providing field instruction, does not provide adequate supervision or provide other appropriate learning experiences in relation to school social work practice	



Recommendation for employment	ent:			
Renewal of Employment:	Yes		No 🗌	
SSW's comments:	C	I	DR	,

*

Date____/___/____

School Social Workers Association of Missouri

Signature of SSW

Signature of Supervisor

*Note: My signature on this evaluation indicates that I have seen this document. It does not necessarily indicate that I agree with the evaluation. I understand that I have the right to respond in writing to the statements and/or evaluation within (district determines number) working days and that my comments will be attached to the evaluation form in my personnel file.

1 copy – SSW

1 copy – Supervisor

1 copy – Personnel File