

## 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)	Meets (Performance is Satisfactory)	Progressing (Needs Improvement)	Does Not Meet (Performance is Unsatisfactory)	Does Not Apply
1. The SSW demonstrates 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> Demonstrates 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/>
2. The SSW demonstrates an understanding of human behavior in the social environment.	<input type="checkbox"/> Demonstrates superior knowledge of human behavior in the social environment.	<input type="checkbox"/> Demonstrates adequate knowledge of human behavior in the social environment.	<input type="checkbox"/> Demonstrates inconsistent knowledge of human behavior in the social environment.	<input type="checkbox"/> Demonstrates an insufficient knowledge of human behavior in the social environment.	<input type="checkbox"/>
3: The SSW implements various practice modalities to empower disadvantaged and oppressed populations.	<input type="checkbox"/> Demonstrates superior skills in working with and empowering disadvantaged and oppressed populations.	<input type="checkbox"/> Uses various practice modalities to empower disadvantaged and oppressed populations.	<input type="checkbox"/> Intermittently (Inconsistently?) uses various practice modalities to empower disadvantaged and oppressed populations.	<input type="checkbox"/> Seldom uses various practice modalities to empower disadvantaged and oppressed populations.	<input type="checkbox"/>
4: The SSW understands social policies related to services in schools.	<input type="checkbox"/> Demonstrates above average understanding of social policies related to services in schools and actively addresses issues they present.	<input type="checkbox"/> Demonstrates understanding of social policies related to services in schools.	<input type="checkbox"/> Demonstrates inconsistent understanding of social policies related to services in schools.	<input type="checkbox"/> Shows little or no understanding of social policies related to services in schools.	<input type="checkbox"/>



<p><b>5:</b> The SSW demonstrates knowledge about child development and biological factors that affect students' ability to function effectively in school.</p>	<input type="checkbox"/> Demonstrates superior knowledge about child development and biological factors that affect students' ability to function effectively in school.	<input type="checkbox"/> Demonstrates knowledge of child development and biological factors that affect students' ability to function effectively in school.	<input type="checkbox"/> Demonstrates inconsistent knowledge of child development and biological factors that affect students' ability to function effectively in school.	<input type="checkbox"/> Shows little or no knowledge about child development and biological factors that affect students' ability to function effectively in school.	<input type="checkbox"/>
<p><b>6.</b> The SSW demonstrates knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.</p>	<input type="checkbox"/> Demonstrates superior knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	<input type="checkbox"/> Demonstrates knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	<input type="checkbox"/> Demonstrates inconsistent knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	<input type="checkbox"/> Demonstrates little or no knowledge of the influences of socio-economic status, gender, culture, disability, and sexual orientation on educational opportunities for students.	<input type="checkbox"/>
<p><b>7:</b> The SSW demonstrates an understanding of how emphasizing students' strengths and protective factors can enhance educational success.</p>	<input type="checkbox"/> Actively emphasizes students' strengths and protective factors to enhance educational success.	<input type="checkbox"/> Emphasizes students' strengths and protective factors to enhance educational success.	<input type="checkbox"/> Demonstrates inconsistent understanding of how emphasizing students' strengths and protective factors can enhance educational success.	<input type="checkbox"/> 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.)	<input type="checkbox"/>
<p><b>8.</b> Demonstrates an understanding of the needs of the special learner incorporating I.D.E.A., 504, case management, bio-psychosocial assessment, consultation, and</p>	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/> 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.	<input type="checkbox"/>

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process coordination.					
<b>9:</b> The SSW demonstrates an understanding of the historical and current perspectives of public school education, educational reform and legislation affecting educational opportunity, problems, and policy issues.	<input type="checkbox"/> Demonstrates a superior understanding of the historical and current perspectives of public school education, educational reform and legislation affecting educational opportunity, problems, and policy issues.	<input type="checkbox"/> Demonstrates an understanding of the historical and current perspectives of public school education, educational reform and legislation affecting educational opportunity, problems, and policy issues.	<input type="checkbox"/> Intermittently demonstrates an understanding of the historical and current perspectives of public school education, educational reform and legislation affecting educational opportunity, problems, and policy issues.	<input type="checkbox"/> Shows little or no understanding of the historical and current perspectives of public school education, educational reform and legislation affecting educational opportunity, problems, and policy issues.	<input type="checkbox"/>
<b>10:</b> The SSW demonstrates understanding of the local education agency as a system.	<input type="checkbox"/> Demonstrates superior understanding of the local education agency as a system.	<input type="checkbox"/> Demonstrates adequate understanding of the local education agency as a system.	<input type="checkbox"/> Demonstrates limited understanding of the local education agency as a system.	<input type="checkbox"/> Demonstrates an insufficient understanding of the <i>local</i> education agency as a system.	<input type="checkbox"/>
<b>11:</b> The SSW demonstrates knowledge and understanding about approaches to teaching and learning including the roles and areas of competence of various professionals in the local education agency.	<input type="checkbox"/> Demonstrates superior knowledge and understanding about approaches to teaching and learning including the roles and areas of competence of various professionals in the local education agency	<input type="checkbox"/> Demonstrates knowledge and understanding about approaches to teaching and learning including the roles and areas of competence of various professionals in the local education agency	<input type="checkbox"/> Demonstrates limited knowledge and understanding about approaches to teaching and learning including the roles and areas of competence of various professionals in the local education agency	<input type="checkbox"/> Shows little or no understanding about approaches to teaching and learning including the roles and areas of competence of various professionals in the local education agency.	<input type="checkbox"/>
<b>12:</b> The SSW demonstrates knowledge and understanding about how family dynamics, health, wellness, mental health, and social welfare policies, programs, and resources in the community impact student's success in the school environment.	<input type="checkbox"/> Demonstrates superior knowledge and understanding about how family dynamics, health, wellness, mental health, and social welfare policies, programs, and resources in the community impact student's success in the school environment.	<input type="checkbox"/> Demonstrates adequate knowledge and understanding about how family dynamics, health, wellness, mental health, and social welfare policies, programs, and resources in the community impact student's success in the school environment.	<input type="checkbox"/> Demonstrates limited knowledge and understanding about how family dynamics, health, wellness, mental health, and social welfare policies, programs, and resources in the community impact student's success in the school environment.	<input type="checkbox"/> Shows little or no understanding about how family dynamics, health, wellness, mental health, and social welfare policies, programs, and resources in the community impact student's success in the school environment.	<input type="checkbox"/>

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<p><b>13:</b> 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.</p>	<input type="checkbox"/> 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	<input type="checkbox"/> 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.	<input type="checkbox"/> 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	<input type="checkbox"/> 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 neighborhood and community	<input type="checkbox"/>
<p><b>14:</b> When appropriate, the SSW collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning.</p>	<input type="checkbox"/> Demonstrates superior skills in collecting information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning.	<input type="checkbox"/> 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.	<input type="checkbox"/> Inconsistently collects information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning.	<input type="checkbox"/> Does not collect sufficient information to document and assess aspects of the biological, medical, psychological, cultural, sociological, emotional, legal, and environmental factors that affect student's learning, when appropriate.	<input type="checkbox"/>
<p><b>15:</b> The SSW integrates bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed.</p>	<input type="checkbox"/> Demonstrates superior skills in integrating bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed	<input type="checkbox"/> Adequately integrates bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed	<input type="checkbox"/> Inconsistently integrates bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed	<input type="checkbox"/> Does not integrate bio-psychosocial assessment data into reports that include educationally relevant recommendations as well as performance objective and measurable outcomes as needed	<input type="checkbox"/>

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

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



Supervisor's Summary (commendable items may be included):

Recommendation for employment:

Renewal of Employment:      Yes         No  

SSW's comments:

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\* \_\_\_\_\_

\_\_\_\_\_

Date \_\_\_\_/\_\_\_\_/\_\_\_\_

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

