

SOCIAL WORKER EVALUATION

Professional Responsibilities

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A
1	SW* components of the IEPs are missing and they do not align with the student's identified needs.	Some SW components of the IEPs are missing and/or are not aligned with the student's identified needs.	Most SW components of the IEPs are present and/or most are aligned with the student's identified needs..	SW components of the IEPs are consistently present and they are aligned with the student's identified needs.	All SW components of the IEPs are present, clearly written, reference state standards, and align with student needs.	N/A
2	Presentations/participation in IEP meetings is disorganized and the shared information is not presented clearly.	Presentations/participation in IEP meetings needs more structure and/or the information shared lacks some clarity.	Presents and participates in IEP meetings in an effective and efficient manner although the information shared lacks some clarity.	Presents and participates in IEP meetings in an effective and efficient manner.	Helps to alleviate tension among team members so that IEP meetings can remain positive and efficient.	N/A
3	IEPs and/or other paperwork are consistently not completed on a timely basis.	Some IEPs and/or other paperwork are completed on a timely basis.	Most IEPs and/or other paperwork are completed in a timely manner.	Completes IEPs and other required paperwork on time.	Plans ahead to avoid possible delays and always has IEPs and other paperwork completed in advance of deadlines.	N/A
4	Documented breaches of confidentiality have occurred.	Adequate procedures are not in place to assure that confidential matters are handled professionally and in accordance with legal requirements.	Some minor procedural changes need to be made to assure that confidential matters are handled professionally and in accordance with legal requirements.	Handles confidential matters professionally and in accordance with legal requirements.	Not only personally handles confidential matters professionally and in accordance with legal requirements, but educates other staff of its importance.	N/A
5	Has not contributed to building activities.	Only contributes to building activities if specifically directed.	Will contribute to building activities or participate in activities if encouraged to do so.	Successfully contributes to school activities.	Makes significant and innovative contributions to school activities.	N/A
6	Progress reports not completed or are extremely late and/or most lack specific measurement criteria.	Progress reports are often late and/or some lack specific measurement criteria.	Progress reports are sometimes late and/or a few may lack specific measurement criteria.	Progress reports are completed in a timely manner and include specific measurement criteria.	Progress reports always completed on time and clearly and precisely measure progress on the specific criteria aligned with the goals.	N/A

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Professional Relationships

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A
1	Is argumentative and resistant to change. Will not acknowledge personal opportunities for improvement.	Is defensive, and requires extensive guidance to implement suggested improvements.	Listens and accepts feedback over time and/or through a variety of communication attempts will acknowledge opportunities for improvement.	Openly seeks feedback from qualified professionals and readily engages in suggested opportunities for improvement.	Helps design a system for consistent feedback and independently initiates professional growth activities on an ongoing basis.	N/A
2	Communicates and works with parents in a manner that rarely fosters positive and productive relationships.	Communicates and works with parents in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with parents in a manner that usually fosters positive and productive relationships.	Communicates and works with parents in a manner that fosters positive and productive relationships.	Understands parent's unique culture and/or perspective to foster positive and productive relationships.	N/A
3	Communicates and works with students in a manner that rarely fosters positive and productive relationships.	Communicates and works with students in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with students in a manner that usually fosters positive and productive relationships.	Communicates and works with students in a manner that fosters positive and productive relationships.	Understands student's unique culture and/or perspective to foster positive and productive relationships.	N/A
4	Communicates and works with colleagues in a manner that rarely fosters positive and productive relationships.	Communicates and works with colleagues in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with colleagues in a manner that usually fosters positive and productive relationships.	Communicates and works with colleagues in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of people they work with and responds in a manner that is sensitive to varying views.	N/A
5	Communicates and works with administration in a manner that rarely fosters positive and productive relationships.	Communicates and works with administration in a manner that inconsistently fosters positive and productive relationships.	Communicates and works with administration in a manner that usually fosters positive and productive relationships.	Communicates and works with administrators in a manner that fosters positive and productive relationships.	Understands the unique perspectives and philosophies of administrators and responds in a manner that is sensitive to varying views.	N/A

Planning and Preparation

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A
1	SW activities are not aligned with student's identified needs goals are not measurable.	SW activities are inconsistently aligned with student's identified needs and most goals are not measurable.	SW activities are aligned with student's identified needs but some IEP goals are not measurable.	SW activities are aligned with student's identified needs and are reflected in measurable IEP goals.	SW activities are readily adapted to align with student's changing needs and goals are individualized and measurable.	N/A
2	Lack of prior planning frequently results in the absence of critical materials and/or settings that results in downtime during SW sessions.	Materials/settings inconsistently support SW activities and are frequently unavailable.	Materials/settings support SW activities and are available for most SW sessions.	Materials and settings support the SW activities and are readily available for all sessions.	Materials/settings are consistently used in novel and creative ways to enhance the SW experience for students.	N/A
3	The use of data is not evident in any short-term or long-term planning for the student.	Data are inconsistently available and do not consistently guide short-term or long-term planning for the student.	Data collected in other settings are readily available but do not consistently guide short-term or long-term planning for the student.	Data collected in other settings are readily available and are consistently used to guide short-term and long-term planning for the student.	Data are analyzed to proactively design new SW interventions to improve student outcomes in all settings.	N/A

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Social Work Environment

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A
1	Has organized session space in a way that inhibits or interferes with student participation in session activities.	Has organized the session space in a manner that creates a positive and productive environment for some students but inhibits participation of others.	Has organized the session space in a manner that creates a positive and productive environment for most students.	Has organized the session space in a manner that creates a positive and productive environment for all students.	Has organized the session space in a creative way to meet the individual needs of students and produces an environment that enhances each student's growth.	N/A
2	Does not maintain a safe environment for students and potential hazards or dangers are often present in settings for which they are responsible.	Maintains a safe environment for students some of the time or in selected settings for which they are responsible.	Maintains a safe environment for students most of the time in all settings for which they are responsible.	Maintains a safe environment for students at all times and in all settings for which they are responsible.	Maintains a safe and nurturing environment for students and visitors at all times and in all settings and positively influences the culture of the building.	N/A
3	Does not organize tasks and the students are not academically engaged during their service time.	Is disorganized but produces tasks that keep students engaged some of their service time, although not clearly related to student goals.	Organizes tasks, some of which are goal-oriented so that students are academically engaged most of their service time.	Creates goal-oriented tasks so that students are academically engaged throughout their service time.	Organizes creative, goal-oriented tasks so that students are academically engaged during their service time and consistently meet or exceed selected goals.	N/A
4	Frequently seeks to reassign students to more restrictive placements than required without participating in any problem solving strategies.	Does not advocate for LRE for students and frequently suggests more restrictive placements before all strategies are exhausted in their classroom.	Advocates for LRE for some of their students but needs to learn more strategies to make the LRE successful.	Advocates for LRE for their students and shares general LRE information and strategies with other IEP team members.	Advocates for LRE for their students and empowers students to self-advocate for their LRE and shares creative strategies with other IEP team members that help students remain in the LRE.	N/A
5	Consistently fails to provide adequate supervision of their students in multiple settings or activities throughout the day for which they are responsible.	Provides inadequate supervision of students in specific settings or activities throughout the day for which they are responsible.	Provides adequate supervision of students in all settings for which they are responsible but periodically has inadequate supervision during specific assignments.	Provides adequate and consistent supervision of students in all settings for which they are responsible.	Provides adequate supervision of students in all settings for which they are responsible and teaches students to be self-reliant in their environment.	N/A
6	Has not established expectations for student conduct and poorly communicated expectations causing disruptions in the class.	Has established expectations for student conduct but has not made them clear to students as evidenced by very few students carrying out teacher expectations.	Has established expectations for student conduct and attempts to make them clear to students as evidenced by some students carrying out teacher expectations.	Establishes clear expectations for student conduct as evidenced by most students complying with expectations.	Establishes clear expectations for student conduct by involving students in the creation, and communicates these expectations in a variety of ways, obtaining compliance from a diverse group of students.	N/A
7	Does not address student behaviors so the SW session is frequently disrupted by inappropriate student behaviors.	Addresses student behaviors inconsistently, and the techniques used frequently do not result in positive outcomes.	Addresses student behaviors, many of which end with a positive outcome.	Quickly and positively addresses student behaviors, resulting in consistently positive outcomes.	Readily uses multiple positive behavioral support strategies to address student behaviors, and has taught students to self-regulate behaviors, resulting in positive outcomes.	N/A
8	Fosters student dependency.	Does not often encourage students to be independent learners.	Encourages students to be independent learners in some situations throughout instructional time.	Encourages students to be independent learners throughout instructional time.	Encourages students to be independent learners and creates unique situations to enable them to demonstrate their independence through instructional time.	N/A
9	Is disrespectful of student efforts frequently throughout the day.	Is occasionally disrespectful of some student efforts during some activities.	Is respectful to student efforts during activities, but does not always display positive reactions.	Is respectful of all student efforts and responds positively to those efforts during all activities.	Is respectful to all students during all activities and encourages them to be respectful and accepting of others.	N/A

SOCIAL WORKER EVALUATION

Social Work Session

	Unsatisfactory	Needs Improvement	Progressing	Meets Expectations	Exceeds Expectations	N/A
1	Frequently miscommunicates key elements of directions or procedures so that students are lost and require clarification in order to complete activities.	Directions and procedures are inconsistently communicated and are at times inappropriate for students.	Directions and procedures are clearly communicated and are frequently appropriate for the students but still require prompting for clarification.	Directions and procedures are clearly communicated and appropriate for students.	Directions and procedures are clearly communicated using multimodal strategies to ensure student comprehension.	N/A
2	Uses a single relational strategy and does not adjust appropriately when students do not progress in the curriculum.	Uses a few relational strategies that are sometimes appropriate but they are inconsistently effective for the identified needs of the student.	Uses a few relational strategies that are sometimes appropriate that are effective for the identified needs of most students.	Uses a variety of relational strategies that are appropriate and effective for the identified needs of the students.	Uses a variety of innovative relational strategies that are appropriate and effective for the identified needs of students and shares these strategies with others.	N/A
3	Ignores many questions and/or student interests. Little positive feedback is given during SW sessions and it does not enhance student learning.	Student feedback is infrequent, inconsistent, and occasionally negative in some situations during SW sessions.	Student feedback is positive but is used inconsistently to enhance learning during SW sessions.	Student feedback is used to enhance learning and is specific, consistent, and positive during SW sessions.	Student feedback is used to enhance learning and is specific, consistent, and positive. Students are also encouraged and instructed to be self-motivated.	N/A
4	Rigidly adheres to SW strategies even when poor student outcomes have been demonstrated by the data.	Adjusts SW strategies infrequently with minimal impact on student success in some activities throughout the day.	Adjusts SW strategies frequently when prompted to do so to enhance student success in most instructional activities throughout the day.	Adjusts SW strategies frequently and spontaneously to enhance student success in activities throughout the day.	Adjusts SW strategies frequently and spontaneously and can demonstrate how these changes have positively effected student outcomes.	N/A
5	Is unable to facilitate the group process in any setting.	Facilitates some group activities while inadequately maintaining the group process with participating students.	Facilitates group activities while inadequately maintaining the group process with some of the participating students.	Facilitates group activities and effectively maintains the group process in SW sessions for all participating students.	Facilitates effective group activities during SW sessions and participating students are able to generalize the group process skills to other settings.	N/A
6	Transition times between classroom activities and SW sessions are disruptive to the daily schedule and contribute to students being counter-productive in the classroom.	Transition times between classroom activities and SW sessions are not effective so significant instructional time is lost.	Transition times are effective so that students move between classroom activities and SW sessions with some instructional time lost.	Facilitates the transition between classroom activities and SW sessions so that minimal instructional time is lost.	Embeds problem-solving tasks during transitions to help develop skills for students who need assistance with transitions.	N/A