



2020-2021 Year End Evaluation for Social Workers

Name:
Building:
Date:

Assignment: Social Worker
Evaluator/Title:

School Social Worker Evaluation

Domain 1- Planning and Preparation for Professional Excellence

<i>Component</i>	<i>Ineffective (1)</i>	<i>Minimally Effective (2)</i>	<i>Effective (3)</i>	<i>Highly Effective (4)</i>
<i>1a: Demonstrates knowledge and skills in school social work theory and service delivery. Holds temporary or full approval from MDE and license.</i>	Demonstrates little understanding of SSW theory and techniques.	Demonstrates basic understanding of SSW theory and techniques.	Demonstrates thorough knowledge and skills of SSW theory and techniques.	Demonstrates extensive and deep understanding of SSW theory and deep understanding of SSW theory and techniques.
<i>1b: Demonstrates knowledge of child development, socio-emotional learning and mental health issues.</i>	Has limited knowledge of child and adolescent development, socio-emotional learning and mental health. Has difficulty applying his/her knowledge.	Demonstrates basic knowledge of child development, socio-emotional learning and mental health. Has some ability applying his/her knowledge in practice.	Demonstrates thorough knowledge of child development, socio-emotional learning and mental health, that is reflected in his/her practice.	Demonstrates extensive knowledge of child development, and demonstrates effective use of best practice interventions to improve socio-emotional learning & positive mental health.
<i>1c: Demonstrates knowledge of resources, both within and beyond the school and district.</i>	Little or no knowledge of school and community resources; unwilling to seek out knowledge of resources for students.	Basic knowledge of resources available through the school or district, but no knowledge of resources available in the community.	Thorough knowledge of resources available through the school and district, and some familiarity with resources available in the community.	Extensive knowledge and utilization of resources available through the school, district, and larger community.

Domain 2- Positive School Environment for Diverse Learners

Component	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)
2a: Creates an environment of respect and rapport	Interactions with students are negative or inappropriate and do not promote positive working relationships with students.	Efforts at developing positive working relationships with students are partially effective.	Interactions with students are positive and respectful, and the SSW actively promotes positive working relationships.	Students seek out the SW reflecting a high degree of comfort and trust in the relationship. SW teaches students positive social skills to promote respectful behavior.
2b: Identifies environmental issues that may interfere with student development, learning and school success.	Makes no attempt to identify environmental issues that may interfere with individual school success.	Is beginning to understand and change his/her practice to reflect the influence the environment has on individual and school success.	Has a clear understanding about environmental influences on school and student success and works to improve the elements that are barriers to success.	Provides leadership in identifying and remediating the environmental barriers to success in his/her building and district.
2c: Establishes positive working relationships through collaboration to promote effective communication throughout the school.	Makes little to no attempt to establish positive working relationships throughout the school.	Has established some or limited positive working relationships throughout the school.	Consistently promotes and maintains positive working relationships throughout the school.	Is a model for developing positive working relationships with all members of the school community.
2d: Promotes a positive behavior school culture as defined by the Michigan Department of Education Positive Behavior Intervention Support or Multi-tiered System of Support.	Is not aware of the MDE Positive Behavior Intervention and Support Policy, not understand a tiered system of support to meet student and school needs.	Is aware of and supports the concept of MTSS; works to build PBIS/MTSS processes when possible.	Promotes the development of a PBIS/MTSS team process to build and sustain a positive environment.	Provides leadership in developing PBIS/MTSS in the buildings in which he/she serves and promotes the process throughout the district.
2e: Collaborates and consults with staff/families when a need is present and requested.	Fails to respond to requests by families/staff for collaboration/consultation.	Collaborates/consults with families/staff on a sporadic basis, making partially successful contact. Periodically provides materials, resources in response to needs and questions of staff.	Readily available/quickly responds to requests for collaboration/consultation with families/staff. Consistently shares/provides materials, resources in response to needs and questions of staff.	Initiates/seizes opportunities to collaborate with families/staff. Is proactive and responsive to needs and questions of staff through the provision of training, modeling, resources, etc. Regular follow up is also provided.

Domain 3- Delivery of Service

Component	<i>Ineffective (1)</i>	<i>Minimally Effective (2)</i>	<i>Effective (3)</i>	<i>Highly Effective (4)</i>
<i>3a: Responds to referrals, collects comprehensive information (including student interviews where appropriate), identifies strengths and needs sensitive to diversity, and collaborates to create individual student plans when needed.</i>	Fails to respond to referrals, collect necessary information, consult, or make hasty assessments of student needs.	Responds to referrals and may consult with staff occasionally; collects some documentation and usually makes assessments of student strengths & needs.	Responds to referrals, consults with staff, collects necessary documentation and makes thorough identification of student strengths & needs.	Is proactive in responding to referrals, always consults with staff and continuously seeks, completes, and analyzes the most updated & best practices.
<i>3b: Collaborates in the development of individual student plans to increase student outcomes.</i>	Does not provide assistance to the district toward the improvement of student outcomes.	Sporadically contributes toward the development of plans leading to improvement of student outcomes.	Makes thorough contributions toward the development of plans leading to improved student outcomes. Willing to assist the district with implementation of developed plans.	Initiates/generates effective dialogue toward the development of comprehensive plans leading toward improved student outcomes. Able to facilitate & model effective problem solving processes. Willing to and has periodically assisted implementation of developed plans.
<i>3c: Demonstrates flexibility and responsiveness.</i>	Adheres to practices, in spite of evidence of its inadequacy.	Makes modest change when confronted with evidence of the need to change.	Able to look at things from multiple perspectives and willingly makes revisions to service/practices when needed.	Consistently able to look at things from multiple perspectives and continually seeks to improve and make changes in service/practices per outside input.

Domain 4- Professional Responsibilities

<i>Component</i>	<i>Ineffective (1)</i>	<i>Minimally Effective (2)</i>	<i>Effective (3)</i>	<i>Highly Effective (4)</i>
4a: Engages in professional learning to enhance practice.	Does not participate in professional learning activities, even when more relevant opportunities are needed for ongoing skill development.	Participation in professional learning activities are limited to those that are convenient or required.	Seeks out opportunities for professional learning based on individual assessment of need.	Actively pursues professional learning opportunities and makes a substantial contribution to the profession.
4b: Demonstrates professionalism.	Displays dishonesty in interactions and violates principles of confidentiality	Honest in interactions, plays a modest advocacy role for students, and does not violate confidentiality.	High standard of honesty, integrity, and confidentiality. Advocates for students when needed.	High standard of honesty, integrity, and confidentiality. Advocates for students and takes a leadership role with colleagues in upholding ethical behavior.
4c: Organizes time effectively.	Poor judgement in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules.	Time management skills moderately developed; essential activities not always completed in the most efficient manner.	Good judgment in setting priorities, resulting in a clear schedule and efficient completion of tasks.	Excellent time management, seamless completion of tasks. (Timelines always met).

Pre-Observation Conferences	
Post-Observation Conferences	
Post-Evaluation Conferences	
Observation/Walkthrough Dates	

Teacher Attendance Through:	Days Absent:
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Artifacts (teachers and/or administrators choose which ones to include):

Artifact	Observed	Comments	Artifact	Observed	Comment
Lesson Plans			Visual Representations		
Unit Plans			Use of Technology		
Pacing Guide/ Yearly Maps			Homework Procedures		
Learning Goals			Parent Communications		
Scales			Classroom Rules		
Formative Assessments			Classroom Routines		
Summative Assessments			Positive Behavior Supports		
Progress Tracking Procedures			Peer Observation		
Exemplars of Student Work			Surveys (Student or Parent)		
Teacher Website			Gradebook		
PD Log, Plans					

Comments:

Recommendations for Professional Growth:

Evaluator's Signature

Date

Evaluator's Signature

Date

Staff Member's Signature

Date