

Verona Public Schools
Performance Review for School Social Worker

Name:
School(s):

Date:
Evaluator:

Domain I: Planning and Preparation

1a. The School Social Worker demonstrates knowledge of child and adolescent development and integrates it with the delivery of service.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker demonstrates extensive knowledge of child and adolescent development and applies it in daily practice.	The School Social Worker demonstrates thorough knowledge of child and adolescent development and applies it in daily practice.	The School Social Worker demonstrates basic knowledge and understanding of child or adolescent development.	The School Social Worker demonstrates limited knowledge of child and/or adolescent development.

Comments:

1b. The School Social Worker demonstrates knowledge of and follows both state federal and local regulations regarding special education and related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker demonstrates strong knowledge and consistent application of state, federal and local regulations regarding special education and related services.	The School Social Worker demonstrates basic knowledge and application of state, federal and local regulations regarding special education and related services.	The School Social Worker demonstrates limited knowledge of state, federal and local regulations regarding special education and related services and beginning to apply this knowledge in daily practice.	The School Social Worker is learning state, federal and local regulations regarding special education and related services and does not yet apply this knowledge in daily practice.

Comments:

1c. The School Social Worker demonstrates knowledge of and provides coordination between the school district and other relevant agencies to facilitate social services for students and families.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker demonstrates extensive knowledge of and provides coordination between the district and other relevant agencies to facilitate social services for students and families.	The Social Worker demonstrates thorough knowledge of and provides coordination between the district and other relevant agencies to facilitate social services for students and families.	The Social Worker demonstrates basic knowledge of and provides some coordination between the district and other relevant agencies to facilitate social services for students and families.	The Social Worker demonstrates little or no knowledge of other relevant agencies available to facilitate social services for students and families.

Comments:

1d. The School Social Worker establishes a counseling program that addresses the mental, physical and emotional barriers to learning and is appropriate to the setting and students served.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker establishes a counseling program that addresses the mental, physical and emotional barriers to learning and is highly appropriate to the situation in school and the age of the student(s).	The Social Worker establishes a counseling program that addresses the mental, physical and emotional barriers to learning that is appropriate to the situation in school and to the age of the student(s).	The Social Worker establishes a counseling program that addresses the mental, physical and emotional barriers to learning that is partially suitable to the situation and age of the students. The Social Worker requires assistance to facilitate counseling programs.	The Social Worker is unable to establish a counseling program to address the mental, physical and emotional barriers to learning.

Comments:

1e. The School Social Worker assists in the planning of intervention services for individual students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker consistently applies knowledge of academic skill acquisition and social/emotional development to help develop appropriate pre-referral intervention services for students	The School Social Worker applies knowledge of academic skill acquisition and social/emotional development to occasionally develop pre-referral intervention services for students	The School Social Worker applies knowledge academic skill acquisition and/or social/emotional development to contribute to discussion of pre-referral intervention services for children	The School Social Worker demonstrates emerging knowledge of academic skill acquisition and social/emotional development and rarely contributes to discussion of pre-referral intervention services for students

Comments:

1f. The School Social Worker demonstrates strong time management, meeting organization/planning skills.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker manages time efficiently, establishes priorities, and maintains thorough records and session notes. Meetings are well organized. All required participants are invited and present (unless excused), an agenda is followed, paperwork with appropriate copies are available for participants.	The School Social Worker manages time, attempts to establish priorities and maintains records and session notes. Meetings are planned. Required participants are invited but not necessarily present or excused, an agenda is loosely followed, paperwork is available with no copies for participants.	The School Social Worker demonstrates scattered time management and prioritization skills. Meetings are loosely planned. Invited participants who are unable to attend are not excused and the social worker fails to chair meetings.	The School Social Worker demonstrates limited time management skills. Meetings are not planned. Participation is limited and no agenda is followed.

Comments:

Domain II: Environment

2a. The School Social Worker establishes positive rapport with staff, students and parents

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker's interactions with staff, students and/or parents reflect a high degree of ethical standards, comfort, trust and confidentiality.	The Social Worker's interactions with staff, students and/or parents are respectful, positive and confidential. The Social Worker maintains high ethical standards.	The Social Worker's interactions with staff, students and/or parents are a mix of positive and negative. The Social Worker interactions are partially successful. The Social Worker maintains ethical standards.	The Social Worker's interactions with staff, students and/or parents are sometimes negative or inappropriate. Individuals do not appear comfortable in the presence of the Social Worker. Ethical standards are not always upheld.

Comments:

2b. The School Social Worker establishes a culture for positive mental health throughout the school.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker utilizes a broad range of techniques and theories to guide students and teachers toward maintaining a culture for positive mental health and social/emotional development throughout the school environment.	The Social Worker utilizes some techniques to promote a positive culture for mental health and social/emotional skills among students and teachers.	The Social Worker's attempts to promote a culture throughout the school for mental health and social/emotional skills are partially successful.	The Social Worker makes no attempt to establish a culture for positive mental health and social/emotional skills between or among students and teachers.

Comments:

2c. The School Social Worker works to keep the community informed of the role of the social worker in the school environment and special education programs within the district.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker designs and participates in community informational programs to inform parents and staff of special education programs in the district and the role of the social worker in the school environment.	The Social Worker participates in community informational programs to inform parents and staff of special education programs in the district and the role of the social worker in the school environment.	Upon request, the Social Worker participates in community informational programs to inform parents and staff of special education programs in the district and the role of the social worker in the school environment.	The Social Worker rarely participates in community informational programs to inform parents and staff of special education programs in the district and the role of the social worker in the school environment.

Comments:

Domain III: Delivery of Service**3a. The School Social Worker follows federal, state and local procedures for referral, evaluation and eligibility.**

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
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The School Social Worker consistently follows all procedures and timelines for referral and evaluation. The Social Worker determines eligibility collaboratively with members of the Evaluation Team and substantiates eligibility with testing and functional results.	The School Social Worker follows timelines and applies most but not all procedures for referral and evaluation. Eligibility is determined collaboratively but testing and functional results do not always substantiate eligibility.	The School Social Worker follows some of the procedures and timelines for referral and evaluation. Eligibility is not consistently determined collaboratively.	The School Social Worker is beginning to learn and apply timelines and procedures for referral and evaluation. Eligibility is determined in isolation without input from other members of the evaluating team.

Comments:

3b. The School Social Worker assists in the development of a comprehensive program of services for each student requiring special education and/or related services.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker consistently collaborates with members of the IEP Team to develop a comprehensive program of services for each student requiring special education and/or related services.	The Social Worker consults with members of the IEP Team to develop a program of services for each student requiring special education and/or related services.	The Social Worker makes suggestions for a program of services for each student requiring special education and/or related services but does not collaborate with members of the IEP Team to develop programs or the IEP.	The Social Worker rarely contributes to program development.

Comments:

3c. The School Social Worker completes social assessments and social histories in compliance with recognized guidelines.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker writes timely, comprehensive diagnostic reports in clear, concise language that describe the background history, medical history, educational history and social/behavioral characteristics of the assessed student.	The Social Worker writes thorough diagnostic reports that describe at least some of the background history, medical history, educational history and social/behavioral characteristics of the assessed student.	The Social Worker writes diagnostic reports that include a minimal description of the background history, medical history, educational history and social/behavioral characteristics of the assessed student.	The Social Worker's reports lack a description of the background history, medical history, educational history and social/behavioral characteristics of the assessed student.

Comments:

3d. The School Social Worker coordinates development of eligibility statements and IEPs.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The case manager/School Social Worker ensures eligibility is determined appropriately. Data from assessments is integrated to determine	The case manager/School Social Worker ensures eligibility is determined appropriately. Data from assessments is integrated to determine	Eligibility is questionable and the case manager/School Social Worker fails to guide the evaluating team toward consensus. Assessment data is	Eligibility is questionable and the case manager/School Social Worker fails to guide the evaluating team toward consensus. Assessment data is

eligibility, placement, and instructional/educational programming. PLAAFPs are data driven statements describing classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	eligibility, placement, and instructional/educational programming. PLAAFPs statements describe classroom performance as well as progress in goals/objectives. Measurable goals/objectives reflective of the PLAAFP are developed and aligned with CCSS.	not integrated to determine placement, and instructional/educational programming. PLAAFPs statements are minimal descriptions of classroom performance and may not include progress in goals/objectives. Measurable goals/objectives aligned with the CCSS are developed.	not integrated to determine placement, and instructional/educational programming. The case manager/school social worker is learning how to coordinate PLAAFP statements. Goals and objectives are not necessarily measurable, aligned to the CCSS or reflective of the PLAAFP.

Comments:

3e. The School Social Worker develops behavior intervention plans (BIP) and motivation systems for students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker frequently takes the initiative to develop successful BIPs and motivation systems for students.	The Social Worker develops BIPs or motivation systems for students when asked to do so.	The Social Worker requires guidance to develop a BIP or motivation system for students.	The Social Worker is unsure of how to develop a BIP or motivation system.

Comments:

3f. The School Social Worker consults with physicians, mental health service providers, teachers, staff and parents regarding student performance and social/emotional needs

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker regularly observes in class and consults with agencies, physicians, mental health providers, teachers, staff and parents regarding the performance and social/emotional needs of all students on the caseload.	The Social Worker consults with agencies, physicians, mental health providers, teachers, staff and parents regarding the performance and social/emotional needs of most students on the caseload.	The Social Worker consults with agencies, physicians, mental health providers, teachers, staff and parents regarding the performance and social/emotional needs of some students on the caseload.	The Social Worker rarely consults with agencies, physicians, mental health providers, teachers, staff and parents regarding the performance and social/emotional needs of students on the caseload.

Comments:

3g. The School Social Worker demonstrates flexibility and responsiveness.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker meets all responsibilities while maintaining flexibility. The Social Worker continually seeks ways to improve	The Social Worker meets responsibilities with some flexibility and makes revisions in programs when they are needed.	The Social Worker meets responsibilities but is not flexible. Changes in program are made only when confronted with evidence of a need for change.	The Social Worker requires guidance to meet responsibilities. Program changes are rarely made, even with evidence of a need for change.

programs and makes changes based on identified needs of students.			

Comments:

Domain IV: Professional Responsibilities

4a. The School Social Worker reflects on practice.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker's reflection is highly accurate and perceptive. The social worker reflects on professional practice and looks for new, innovative ways to improve professional practice.	The Social Worker reflects on professional practice and is open to suggestions from supervisors regarding ways to improve professional practice.	The Social Worker reflects on professional practice when encouraged to do so by supervisors.	The Social Worker rarely reflects on professional practice.

Comments:

4b. The School Social Worker maintains communication with agencies, staff, families and students.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker maintains ongoing communication with agencies, staff, families and students regarding services.	The Social Worker communicates with agencies, staff, families and students periodically during the school year.	The Social Worker rarely communicates with agencies, staff, families and students.	The Social Worker communicates with agencies, staff, families and students only when required to do so.

Comments:

4c. The School Social Worker maintains accurate records.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The Social Worker records all phone calls and contact with students, staff and families. Emails are printed and filed. All records are accurate and legible, well organized and stored in a secure location. Records are placed in secure files in Special Services as well as in building files.	The Social Worker records contact with students, staff and families. Most emails are printed and filed. Records are accurate and legible. Some records are placed in secure files in Special Services as well as in building files but not always in both locations.	The Social Worker is learning to record accurate, legible records. Emails are not always saved, printed or filed. Student files, Special Services files are not always up to date.	The Social Worker does not record phone calls and contact with students, staff and families. Student files, special Services files are not always up to date.

Comments:

4d. The School Social Worker participates in a professional community.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
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The School Social Worker holds national licensing and is an active member of national and state associations. The social worker makes a substantial contribution to school and district events.	The School Social Worker is an active member of appropriate national and/or state organizations. The social worker participates actively in school and district events.	The School Social Worker is considering membership in appropriate national and state organizations. The social worker participates in school and district events when specifically asked to do so.	The School Social Worker is not a member of appropriate national and/or state organizations and does not plan to join the organizations. The social worker avoids being involved in school and district events.
X			

Comments: A licensed School Social Worker, Ms. Basak participates in activities designed for her profession. She attends conferences and workshops. She is also an active participant in district and school events.

4e. The School Social Worker engages in professional development.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker looks for and takes advantage of professional development opportunities on various topics appropriate to School Social Workers. The Social Worker turn-keys information to other district employees upon returning from a conference or workshop.	The School Social Worker looks for and attends professional development opportunities but often narrows professional development to one particular topic. The Social Worker turn-keys information to other district employees upon returning from a conference or workshop.	The School Social Worker will attend professional development opportunities when required to do so by the school district. The Social Worker will turn-key information upon returning from a conference or workshop if asked to do so.	The School Social Worker is reluctant to attend professional development opportunities and rarely turn-keys information upon returning from a conference or workshop.

Comments:

4f. The School Social Worker demonstrates professionalism.

(4) Highly Effective	(3) Effective	(2) Partially Effective	(1) Ineffective
The School Social Worker demonstrates professionalism in all aspects of his/her work. The Social Worker maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	The School Social Worker demonstrates professionalism in most aspects of his/her work. The Social Worker maintains high ethical standards and confidentiality. Relationships with colleagues are positive.	The School Social Worker requires mentoring to develop appropriate professionalism in all aspects of his/her work. Relationships with colleagues are cordial.	The School Social Worker demonstrates limited understanding of required professionalism associated with his/her position. Relationships with colleagues are negative and self-serving.

Comments:

EVALUATED PROFESSIONAL'S COMMENTS:

EVALUATOR'S
SIGNATURE: _____

STAFF MEMBER'S
SIGNATURE: _____

DATE: _____