

# SCHOOL SOCIAL WORKER FINAL APPRAISAL

Formal Observation Date

Ratings:

Ineffective – Staff member has not demonstrated adequate growth toward achieving WBSD standards during the period of performance.

Minimally Effective– Staff member has demonstrated growth but the level of achievement has not yet achieved WBSD standards during the period of performance.

Effective – Staff member has demonstrated essential competence on identified WBSD standards during the period of performance.

Highly Effective – Staff member has consistently and significantly exceeded competence on standards of WBSD performance during the period of performance.

## DOMAIN 1: PLANNING AND PREPARATION

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
<p>1a: <i>Utilizes knowledge of current trends of specialized theory and techniques in school social work area</i></p>	<p>SSW demonstrates little understanding of theory and techniques. SSW does not plan to meet with students individually or in groups.</p>	<p>SSW demonstrates basic understanding of theory and techniques. SSW plans occasional meetings with individual students or groups to advance the service goals.</p>	<p>SSW demonstrates understanding of theory and techniques. SSW plans frequent meetings with individual students or groups to help students make good academic and social choices.</p>	<p>SSW demonstrates comprehensive and coherent understanding of theory and techniques; plans for students to make increasingly independent sound, informed academic and personal social choices.</p>
<p>1b: <i>Demonstrates knowledge of child and adolescent development</i></p>	<p>SSW displays little or no knowledge of child and adolescent development.</p>	<p>SSW displays partial knowledge of child and adolescent development.</p>	<p>SSW displays accurate understanding of typical developmental characteristics of the age group, as well as exceptions to the general patterns.</p>	<p>In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, SSW displays knowledge of the extent to which individual students follow the general patterns.</p>
<p>1c: <i>Establishes goals &amp; objectives in accordance with MDE guidelines for school social work support appropriate to the students and settings</i></p>	<p>SSW has no clear goals &amp; objectives for services, or they are inappropriate to either the situation or the age of the students.</p>	<p>SSW's goals &amp; objectives for services are rudimentary, and are partially suitable to the situation and the age of the students.</p>	<p>SSW's goals &amp; objectives for services are clear and appropriate to the situation in the school and to the age of the students.</p>	<p>SSW's goals &amp; objectives for services are highly appropriate to the situation in the school and the age of the students, and developed following consultation w/ students, parents, colleagues. Goals include collaborating w/</p>

				others to effect school-wide change.
1d: <i>Demonstrates knowledge of resources, both within and beyond the school and district</i>	SSW demonstrates little or no knowledge of governmental regulations and resources for students available through the school/district.	SSW displays awareness of governmental regulations and resources for students available through the school/district, but no knowledge of more broadly-available resources.	SSW displays awareness of government regulations and resources for students available through school/district, some familiarity w/ external resources.	SSW's knowledge of governmental regulations and resources for students is extensive, including those available through the school/district and in the community.
1e: <i>Plans and integrates services within the overall school program</i>	SSW services consist of a random collection of unrelated activities, lacking coherence or an overall structure.	SSW's plan has a guiding principle and includes a number of worthwhile activities, but some don't fit with the broader goals.	SSW has developed a plan that includes important aspects of SSW in the school setting.	SSW's plan is highly coherent; serves to support not only students individually/in groups, but the broader educational program.
1f: <i>Develops a plan to collect and analyze data to evaluate the effectiveness of the delivery of services</i>	SSW has no plan to evaluate service delivery or resists suggestions that such an evaluation and/or a plan is important.	SSW has a rudimentary plan to evaluate services.	SSW's plan to evaluate services is organized around clear goals & objectives and the collection of data to indicate degree to which goals have been met.	SSW's evaluation plan is highly sophisticated, with multiple sources of data and a clear path towards improving the delivery of services on an ongoing basis.
1g: <i>Demonstrates knowledge of students' interests and cultural heritage</i>	SSW demonstrates little knowledge of students' interests or cultural heritage and does not indicate that such knowledge is valuable.	SSW recognizes the value of understanding students' interests or cultural heritage but demonstrates this knowledge for the class only as a whole.	SSW demonstrates acceptance and knowledge of the interests or cultural heritage of each student.	SSW demonstrates a high degree of acceptance and knowledge of the interests or cultural heritage of groups of students and recognizes the value of this knowledge.
1h: <i>Accommodates for individual learning styles, abilities, behaviors and populations.</i>	SSW is unfamiliar with the varied learning styles that students exhibit, such as learning approaches and modalities.	SSW displays general understanding of the varied learning styles that students exhibit and generally accommodates.	SSW displays solid understanding of the varied learning styles that students exhibit and accommodates appropriately.	SSW is highly skilled in using knowledge of students' varied learning styles to provide differentiated accommodations.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 1 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 2: THE LEARNING ENVIRONMENT**

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
2a: <i>Creates an environment of trust and respect</i>	SSW's interactions with students are negative or inappropriate and the	SSW's interactions are a mix of positive and negative; the SSW's efforts at	SSW's interactions with students are positive and respectful and the SSW actively	Students seek out the SSW, reflecting a high degree of comfort and

	SSW does not promote positive interactions among students.	encouraging positive interactions among students are partially successful.	promotes positive student-to-student interactions.	trust in the relationship; SSW teaches students how to engage in positive interactions.
2b: <i>Promotes/supports a culture for productive communication</i>	SSW makes no attempt to promote/support communication between and among staff on behalf of students.	SSW's attempts to promote/support communication throughout the school between and among staff on behalf of students' needs are partially successful.	SSW promotes/supports open communication throughout the school for productive and respectful communication between and among staff on behalf of students.	SSW establishes and maintains lines of productive and respectful communication between and among staff on behalf of students.
2c: <i>Participates with team in implementing special education referral process</i>	SSW has no understanding of and makes no attempt to participate with team in implementing clear procedures for the referral process.	SSW has basic understanding of and minimally participates with team in implementing clear procedures for the referral process.	SSW actively participates with team in implementing clear procedures for the referral process; procedures are mostly clear to all staff members.	In consultation with staff at all levels, SSW actively participates with team in implementing and communicating to everyone clear procedures for all aspects of referrals, meetings and evaluations.
2d: <i>Establishes standards of conduct, and contributes to the school culture for student behavior</i>	SSW has established no standards of conduct for students during sessions and makes no contribution to maintaining an environment of civility in the school.	SSW's efforts to establish standards of conduct for sessions are partially successful. SSW attempts, with limited success, to contribute to the level of civility in the school as a whole.	SSW has established clear standards of conduct for sessions, and makes a significant contribution to the environment of civility in the school.	SSW has established clear standards of conduct for sessions and students contribute to maintaining them. SSW takes a leadership role in maintaining the environment of civility in the school.
2e: <i>Organizes physical space(s) for services that is conducive to planned activities</i>	SSW office/classroom is in disarray and inappropriate for the planned activity.	SSW office/classroom is somewhat inviting and organized for the planned activity.	SSW office/ classroom arrangements are inviting, and conducive to the planned activities.	SSW office/classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 2 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 3: SERVICE DELIVERY**

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
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3a: <i>Assesses student needs.</i>	SSW does not assess student needs, or the assessments result in inaccurate conclusions.	SSW's assessments of student needs are perfunctory.	SSW assesses student needs, and knows the range of student needs in the school.	SSW conducts detailed and individualized assessment of student needs to individualize student plans.
3b: <i>Engages staff in learning new skills and collaborates with them to implement individualized education plans based on student needs</i>	SSW declines opportunities to share professional knowledge with fellow staff members.	SSW's efforts to engage staff in professional learning are partially successful, with some staff participating.	SSW is engaged in helping staff acquire new skills.	SSW is highly engaged in helping staff acquire new skills and initiating suggested areas for growth.
3c: <i>Assists students to learn new skills, integrating and applying them in the educational setting</i>	SSW does not attempt to assist students and staff to formulate and implement educational plans for students.	SSW's attempts to assist students and staff to formulate and implement educational plans for students are partially successful.	SSW assists students and staff to formulate and implement educational plans for students.	SSW demonstrates a variety of approaches in assisting individual students and staff to formulate and implement educational plans for students.
3d: <i>Uses evidence-based research and strategies for service delivery</i>	SSW has few techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	SSW displays a narrow range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	SSW uses a range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions with other students and future planning.	SSW uses an extensive range of techniques to help students acquire/recoup skills in decision-making and problem-solving for interactions w/ other students and future planning.
3e: <i>Seeks or acquires information and/or resources to meet needs</i>	SSW does not make connections with other programs in order to meet student needs.	SSW's efforts to allocate services with other programs in school are partially successful.	SSW shares with other programs within the school or district to meet student needs.	SSW shares w/ other programs and agencies both within and beyond the school or district to meet individual student needs.
3f: <i>Demonstrates flexibility and responsiveness</i>	SSW adheres to his or her plan, in spite of evidence of its inadequacy or when a change will clearly improve the intervention or situation.	SSW makes minimal changes in the delivery of services when confronted with evidence of the need for change.	SSW makes revisions in the delivery of services when it is needed and these new adjustments occur smoothly.	SSW anticipates and continually seeks ways to improve the delivery of services, successfully making changes as needed in response to student, parent, or teacher input or circumstances.
3g: <i>Accepts and provides feedback with students, parents and colleagues at all levels</i>	SSW does not provide feedback or provides feedback that is uniformly poor or sarcastic/demeaning in nature.	SSW generally provides appropriate feedback; some insightful elements are present, others are not.	SSW provides insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change.	SSW provides consistently insightful feedback; encourages participation through mutual respect; observes and responds to verbal/nonverbal cues; processes feedback with an openness to change;

provisions are made for students to utilize feedback when applicable

OBSERVATIONS AND COMMENTS LEADING TO RATINGS:

DOMAIN 3 OVERALL RATING:

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**DOMAIN 4: PROFESSIONAL RESPONSIBILITIES**

	<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
4a: <i>Reflects on practice</i>	SSW does not reflect on practice or the reflections are inaccurate or self-serving.	SSW's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	SSW's reflection provides an accurate and objective description of practice, citing specific areas of strengths and weaknesses; SSW makes some specific suggestions as to how better to improve their practice.	SSW's reflection provides a highly accurate and objective description of practice, correctly identifying strengths and weaknesses. SSW draws on an extensive repertoire to suggest alternative strategies to better improve their practice.
4b: <i>Prepares and submits reports and meets timelines</i>	SSW's reports are missing, inaccurate or late, resulting in confusion.	SSW's reports are generally accurate but occasionally late.	SSW's reports are accurate, submitted to meet timelines and written in a manner that allows a layperson/parent to understand the contents and implications.	SSW's reports are accurate, submitted ahead of time and written in a manner that allows a layperson/parent to understand the contents and implications and serve as a model for colleagues.
4c: <i>Maintains accurate records and data for compliance</i>	SSW's records and data are in disarray and unsecured.	SSW's records and data are generally accurate and stored in a secure location but occasionally late.	SSW's records and data are accurate, well-organized and, securely stored.	SSW's records and data are accurate, his/her approach to record-keeping and data is highly systematic and efficient, stored in a secure location and serve as a model for colleagues.
4d: <i>Communicates with families in a professional manner</i>	SSW provides no information to families either about the service or about their student(s).	SSW provides limited, though accurate, information to families about the service and about their student(s).	SSW provides thorough and accurate information to families about the service and about their student(s).	SSW secures necessary permissions, is proactive in providing information to families about service and about their student(s) through a variety of means and

				communicates with families in a manner highly sensitive to cultural and linguistic traditions, reaching out to student families to enhance trust.
4e: <i>Communicates with colleagues at all levels in a professional manner</i>	SSW fails to communicate with colleagues or communicates in an insensitive manner. Communication is uniformly poor, sarcastic or demeaning in nature	SSW's communication with colleagues is partially successful; but there are occasional insensitivities to differing opinions, cultural and linguistic traditions.	SSW communicates with colleagues at all levels and does so in a manner that is sensitive to differing opinions, cultural and linguistic traditions.	SSW communicates with colleagues at all levels in a highly professional manner, builds trust, is sensitive to differing opinions and is able to stay professional even when colleague is inappropriate and/or nonresponsive or not timely.
4f: <i>Participates in the professional/ educational community</i>	SSW's relationships with colleagues are negative or self-serving and SSW avoids being involved in school and district events and projects.	SSW's relationships with colleagues are cordial and SSW participates in school and district events and projects when specifically requested.	SSW participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	SSW makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4g: <i>Engages in professional development</i>	SSW does not participate in professional development activities, even when such activities are clearly needed for the development of skills.	SSW participation in professional development activities is limited to those that are convenient or are required.	SSW seeks out opportunities for professional development based on an individual assessment of need.	SSW actively pursues PD opportunities, and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4h: <i>Shows professionalism, including integrity, advocacy, and confidentiality</i>	SSW is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.	SSW is generally able to identify/explore problem(s)/solution(s) and is usually open to opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.	SSW appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.	SSW is highly-skilled and sensitive to individual needs when identifying problems and exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.
4i: <i>Presents and disseminates information</i>	SSW's presentation and/or dissemination of information is unclear and confusing and does not seek to clarify.	SSW clarifies information as needed after initial presentation and/or dissemination or when information is confusing.	SSW presents and/or disseminates information clearly in verbal/written form; uses language or terminology appropriate to	SSW anticipates possible misunderstanding in information that is presented and/or disseminated, reacts appropriately and

4j: <i>Utilizes conflict resolution and negotiating techniques as appropriate</i>	SSW is unable to identify problem(s) and/or explore solutions and is not adaptable or flexible; utilizes rigid, subjective, and/or uncompromising negotiating techniques.	SSW is generally able to identify/explore problem(s)/solution(s) and is usually open to opinions of others; is typically flexible, objective and adaptable when implementing negotiating techniques.	audience/setting, clarifying as needed. SSW appropriately assists in problem identification, is open to ideas and opinions of others, maintains flexibility, objectivity and adaptability in exploring alternative solutions, involves concerned individuals, and provides feedback that respects the dignity of others.	enriches the understanding. SSW is highly-skilled and sensitive to individual needs when identifying problems and exploring solutions, encourages and models appropriate negotiating techniques, is highly sensitive and respectful of others' opinions and ideas, and assists the participants to monitor own behavior.
4k: <i>Utilizes technology as a tool to accomplish job duties and to communicate with others</i>	SSW does not use technology as a tool to accomplish job duties and to communicate with others.	SSW uses minimal technology to accomplish job duties and to communicate with some others.	SSW uses a variety of technologies to accomplish job duties effectively and to communicate with parents, students and staff.	SSW enhances communication with parents, students and staff through resourceful use of technology and is proactive in utilizing technological devices to accomplish job duties in creative, effective, and increasingly proficient ways.
4l: <i>Accepts strengths and limitations in self and others</i>	SSW displays little acceptance of strengths and limitations of self and others and does not recognize the need to do so.	SSW generally displays acceptance of strengths and limitations of self and others and can occasionally see its value.	SSW displays obvious acceptance of strengths and limitations of self and others and recognizes its value.	SSW is highly perceptive, recognizing and accepting the strengths and limitations of self and others and utilizes this knowledge to make appropriate decisions.
4l: Attendance	Eleven (11) or more occurrences in a school year.	Eight to ten (8-10) occurrences in a school year.	Five to seven (5-7) occurrences in a school year.	One to Four (1-4) occurrences in a school year.

**OBSERVATIONS AND COMMENTS LEADING TO RATINGS:**

**DOMAIN 4 OVERALL RATING:**

<i>Ineffective</i>	<i>Minimally-Effective</i>	<i>Effective</i>	<i>Highly-Effective</i>
Ineffective	Minimally-Effective	Effective	Highly-Effective

**SUMMARY**

**EVALUATOR'S NARRATIVE REMARKS:**

**OVERALL PERFORMANCE RATING:**

**Signatures will be handled electronically as part of the process.**

School Social Worker Final Appraisal

*Attached Workflow*

*Current Status*

*Workflow Steps*

Std. Signature

Draft

1 Signature

Direct Report

2 Signature

Supervisor/Evaluator