

**MATTOON COMMUNITY UNIT SCHOOL DISTRICT #2
SCHOOL SOCIAL WORKER
EVALUATION PROCEDURES AND FORMS**



**Revised 07/03/12
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NON-TENURED SCHOOL SOCIAL WORKER EVALUATION PROCEDURES

Purpose:

The purpose of the *Non-Tenured School Social Worker Evaluation Procedures* section of this document is to provide an outline of the non-tenured employee evaluation process and procedure utilized throughout the District.

Administrative General Procedures:

- Each building Principal is to turn in a list of all employees to be evaluated (tenured and non-tenured) to the Human Resource Office by **September 15th** of each academic school year.
- Go over non-tenured evaluation process with all new non-tenured employees during new employee orientation or during a time prior in which non-tenured employee evaluations are to take place.
- Ensure that all phases of the non-tenured evaluation process are discussed and followed.
- Distribute a list of all employees (tenured and non-tenured) that are to be evaluated during the current school year at the first employee meeting held in August of each academic school year.

Non-Tenured Employee Evaluation Procedures:

- Conduct a pre and post conference for every formal observation.
- Conduct a post conference for every formal and informal observation within **15 school days** of the observation.
- Conduct one evaluation cycle (**at least one formal and one informal observation**) per semester during year **one and two for non-tenured employees**. Complete the first evaluation cycle no later than **December 1st**. The purpose of the first evaluation cycle is to provide feedback to the non-tenured employee. Complete the second evaluation cycle and have the completed **SUMMATIVE** evaluation turned into the Human Resources Office by **March 1st**. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term.
- Conduct one annual evaluation cycle during years three and four for non-tenured employees. However, if an administrator concern exists related to the performance of a third or fourth year non-tenured employee, the administrator will conduct additional evaluations.
- Informal observations can occur at anytime.
- During the evaluation process-document everything that is relevant. Document every conference and observation.

TENURED EMPLOYEE EVALUATION PROCEDURES

ARTICLE 8

8.1 STATEMENT OF PURPOSE

The purpose of evaluation is to make a periodic judgment about each employee's performance leading to a written statement that the employee is “excellent,” “proficient,” “needs improvement” or “unsatisfactory.”

8.2 SCHEDULE OF EVALUATION

- A. Each tenured employee will be evaluated on a two-year schedule. If an administrator finds it necessary to evaluate a tenured employee who received a rating of “satisfactory” (2011-2012 only) or “proficient” or higher in the previous year, the administrator shall notify such tenured employee in writing stating the cause for such additional evaluation. No “proficient” or “excellent” employee will be evaluated more than one time in any one year.

Each non-tenured employee shall be evaluated no more than twice each year until tenured; however, only the final summative evaluation in any given year will be used for the purposes relating to reduction-in-force as described in Section 7.7 of this Agreement. A tenured employee who receives a rating of “unsatisfactory” and successfully completes remediation or a tenured employee who receives a rating of “needs improvement” will be evaluated once in the year following receipt of the rating.

Tenured employees under remediation will be evaluated according to the remediation plan which shall not be limited to the procedures set forth in this Article 8.

Tenured employees most recently evaluated as “proficient” or “excellent” who were not evaluated in the prior school year and who have been informed that they will not be evaluated in the current school year, shall have the right to be evaluated if they so request. Tenured employees who were rated “proficient” or “excellent” in their last evaluation of the prior school year may ask to be evaluated in the current school year, with the evaluation to be conducted at the discretion of the evaluator.

Each building administrator will develop a schedule of evaluations for the employees assigned to his/her building. The administrator may alter the schedule

if, for reasons such as transfers, attrition, retirement and the like, the number of employees to be evaluated over a two-year period would be substantially unequal.

- B. No later than September 15, and before any pre-observation conference or any observation takes place in any school term, the building principal or evaluators shall conduct a meeting(s) to inform the faculty as a whole about the evaluation procedures, standards and instruments to be used. This in-service may be district-wide and/or building meeting(s). Arrangements will be made to in-service any employee absent from the district/building meeting prior to his/her evaluation. The employee, during the first pre-observation conference, shall notify the evaluator if he/she has not received this in-service.

8.3 CERTIFIED EMPLOYEE EVALUATION TIMELINE

No later than September 15	The building principal or evaluator will present evaluation information to all employees through a district-wide or building meeting as provided in 8.2.
Before each formal observation	An appointment shall be made for the pre-observation conference.
Within 15 school days of each classroom observation	A post-observation conference will be held for each formal or informal classroom observation.
No later than May 15	All tenured employee evaluations to be completed including the final evaluation conference and rating.

8.4 LIST OF EVALUATORS

Only administrators who have been qualified in accordance with the Illinois State Board of Education regulations may conduct evaluations of certified employees. By September 15 each year, the administration shall make available to the Association a list of all of the District's qualified evaluators. Any changes in the list will be sent to the Association within fifteen (15) working days.

8.5 OBSERVATIONS

A. Observation and Evaluators

A qualified evaluator will evaluate each employee by formal and informal observations. Formal observations shall take place at times during which the employee is engaged in his or her primary assignment. Teachers shall not be expected to prepare an unreasonable amount of materials as part of their

evaluations. All formal observations shall be no less than forty-five (45) minutes or one class period. The pre-conference will not apply to informal observations. The evaluator shall advise the teacher at the start of an informal observation. The final evaluation will be determined from a minimum of (1) one formal observations and a maximum total of four (4) observations. If the evaluator maintains that special circumstances exist which lead to the need for an increase in the number of observations, the evaluator shall meet with the employee to discuss such circumstances before any additional observations are conducted. The Association shall be notified and shall be allowed to appeal the decision to the Superintendent. The employee may request that the additional observations be conducted by a different evaluator.

B. Other Relevant Information

In addition to formal and informal observations, evaluators may consider information from other sources which are relevant and material to evaluation as long as the evaluator or administrator notifies the teacher within ten (10) days of the occurrence, or the evaluator's knowledge thereof; however, anonymous material shall not be used. This information shall not be used as the sole information to render an employee "unsatisfactory" in the overall rating. The data gathered during the observation of the employee's primary responsibility shall be the principal source of information, and the data described in this paragraph secondary in determining the evaluation rating.

C. Formal Observation Process

The formal observation process will be initiated by the evaluator with the scheduling of a pre-observation conference with the employee to be evaluated. The evaluator will review applicable observation instruments and the evaluator will establish the date and time of the formal observation. The employee will identify the topic of the lesson or activity which is scheduled to occur. The administrator and employee may agree to the employee's demonstration of particular skills to be observed during the formal observation and schedule the observation for a time and date such will occur.

During observations of the employee, the evaluator may use the data-collection method of choice. The evaluator shall endeavor to advise the employee of the data collection method at a pre-observation conference (if one is required). However, the evaluator may alter the data collection method, if in his or her discretion, the same is necessary or convenient for a meaningful observation. The evaluator will review data collected at a formal observation post-observation conference.

Any data gathered during the formal observation shall be shared with the employee and reduced to writing on the observation report form. Data gathering notes shall be destroyed unless attached to the observation report form.

D. Post Observation Conference

Except in case of emergency or absence, such as the illness of the evaluator or employee, within fifteen (15) school days of each formal or informal observation, a post-observation conference will be held. The purpose of the conference will be to discuss the observation and data collected.

E. Final Evaluation Conference

No more than fifteen (15) school days following the final observation, except in case of emergency or absence, such as the illness of the evaluator or employee, and before May 15, the evaluator will complete an evaluation conference with tenured employees. The final evaluation conference with non-tenured employees will take place at least forty-five (45) days before the end of the school term. The evaluator will reduce the evaluation to writing on the evaluation instrument, and give a copy to the employee. The evaluator will discuss the strengths and weaknesses of the employee, the overall rating, and supporting reasons.

F. Employee Right to Respond

The employee shall have the right to respond in writing and to have a meeting with the administrator to discuss the evaluation, if the employee requests, within ten (10) school days of receiving the evaluation. Within twenty (20) calendar days after the final evaluation conference, the employee may make a written response to be attached to the final written evaluation.

8.6 TRAVELING OR UNASSIGNED EMPLOYEES

Traveling employees, or employees not assigned to a single building, will be observed and evaluated by only one evaluator. In most cases, the evaluator will be the employee's primary supervisor. The primary supervisor may solicit input from administrators in other buildings to which the employee is assigned.

8.8 FINAL EVALUATION CALCULATION

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as one (1) for unsatisfactory, two (2) for needs improvement, three (3) for proficient, and four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains. Domain 1 will be weighted as 15%; Domain 2 as 35%; Domain 3 as 40%; and Domain 4 as 10%.

- A summative rating of Excellent shall be given an employee with a weighted average score greater than or equal to 3.4.
- A summative rating of Proficient shall be given an employee with a weighted average score greater than or equal to 2.7 up to 3.3.
- An employee with a weighted average score greater than or equal to 2.0 and up to 2.6 will receive a summative rating of Needs Improvement.
- An employee with a weighted average score below 2.0 will receive a summative rating of Unsatisfactory.

The following calculation is used to find the summative rating:

$$(\text{Average of Domain 1} \times .15) + (\text{Average of Domain 2} \times .35) + (\text{Average of Domain 3} \times .40) + (\text{Average of Domain 4} \times .10) = \text{Summative Rating.}$$

A tool that can be used to calculate the summative rating will be made available on the district web site before summative ratings are provided to employees.

8.9 REMEDIATION

Within thirty (30) school days after completion of a written evaluation which rates a teacher as "unsatisfactory," the evaluating administrator will, with the participation of a consulting teacher and the teacher deemed "unsatisfactory," formulate and commence a remediation plan designed to correct the deficiencies cited.

The remediation plan will include evaluations by a qualified administrator every thirty (30) school days, and a final remediation rating for the ninety (90) school days constituting the remediation period.

The observations for a tenured employee under remediation will conform to the remediation plan. Remediation plans are not incorporated into this Agreement.

8.10 CONSULTING TEACHER

The Employer may use a “consulting teacher” to help formulate a remediation plan and to give advice to the employee under remediation. The Mattoon Education Association may, if it so chooses, supply a roster of qualified employees from whom the consulting teacher is to be selected. The consulting teacher must have at least five (5) years teaching experience, must have a reasonable familiarity with the assignment of the teacher being evaluated, and must have received an “excellent” rating on his most recent evaluation.

The Employer will notify the employee in writing of his selection as consulting teacher. It will state in the notice that acceptance is voluntary. The Employer will not compel any employee, who is otherwise qualified, to participate in a remediation program as a consulting teacher. In the event that no employee is qualified, or no employee volunteers to be a consulting teacher, the Employer will request that the Regional Office of Education supply an individual who meets the criteria, or will choose a qualified employee from another Illinois school district.

A Mattoon Community Unit #2 consulting teacher will assist in his remediation responsibilities during the time when he is not scheduled to teach and will receive compensation at the hourly rate specified in Article 7. The consulting teacher will develop with the remediating teacher a consultation schedule which beyond forty (40) hours must be approved by the Superintendent.

With respect to a teacher that has been rated “unsatisfactory,” the consulting teacher will make no evaluation in any circumstance. No statements by the consulting teacher about any aspect of the remediating teacher, either personal or related to the behavior under remediation, will be used in any evaluation, conversations, hearings, or records. It is the intention of the parties that any statements made by the consulting teacher to or about the remediating teacher are confidential between those two individuals and are not to be used by any other person for any reason.

The Employer shall provide for the consulting teacher the same liability insurance protection as is provided for the school district administrators.

If, after thirty (30) days of working with the consulting teacher, the remediating teacher determines that the consulting teacher is not helping him or her remediate, he or she may request another consulting teacher from the pool of consulting teachers by a written request to the participating principal.

8.11 PROFESSIONAL DEVELOPMENT PLAN (PDP)

Within thirty (30) school days after the completion of an evaluation rating a tenured teacher as “needs improvement,” a district evaluator shall develop, in consultation with

the teacher, and taking into account the teacher's on-going professional responsibilities including his or her regular teaching assignments, a professional development plan directed to the areas that need improvement and indicating any supports that the district will provide to address the areas identified as needing improvement. The plan will be conducted in accordance with the PDP Guidelines attached to this Agreement as Appendix C. Failure to complete the plan will not affect the employee's rating. Completion of the plan shall be taken into consideration when the employee is evaluated in the year following the rating of "needs improvement."

EMPLOYEE EVALUATION FORM

Employee: _____ Full-Time: [] Part-Time: []

Years of Experience: _____ Discipline/Grade Level: _____

School or Worksite: _____

Subject/Grade Level/Assignment: _____

Number of: Students/Class: _____ IEP: _____ Title I: _____

Evaluator: _____

Rating System

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Summative Rating

- **Excellent (4)** - shall be given to employees with a weighted average score greater than or equal to 3.4.
- **Proficient (3)**- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- **Needs Improvement (2)** – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- **Unsatisfactory (1)** – shall be given to employees with a weighted average score below 2.0.

Example

Domain 1 average score $_{2.8}_$ x $_{.15}_$ = $_{.42}_$

Domain 2 average score $_{2.3}_$ x $_{.35}_$ = $_{.81}_$

Domain 3 average score $_{2.0}_$ x $_{.40}_$ = $_{.80}_$

Domain 4 average score $_{2.6}_$ x $_{.10}_$ = $_{.26}_$

Total = $_{2.29}_$ = weighted average score

Summative Score:

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

DOMAIN 1 for School Social Workers: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
1a: Demonstrating knowledge of child and adolescent development and psychopathology	School social worker displays little or no knowledge of child and adolescent development and psychopathology.	School social worker displays basic knowledge of child and adolescent development and psychopathology.	School social worker displays accurate knowledge of child and adolescent development and psychopathology.	School social worker displays extensive knowledge of child and adolescent development and psychopathology and variations of the typical patterns.
1b: Demonstrating knowledge of cultural diversity and family dynamics and their impact on educational success	School social worker does not understand and is not sensitive to cultural and environmental differences amongst students and their families.	School social worker has basic knowledge of cultural and environmental differences amongst students and their families.	School social worker understands the characteristics and effects of the cultural and environmental milieu of the student and family on educational success.	School social worker understands and interprets the characteristics and effects of the cultural and environmental milieu of the student and family on educational success.
1c: Demonstrating knowledge of counseling theories and techniques	School social worker demonstrates little understanding of counseling theories and techniques.	School social worker demonstrates basic understanding of counseling theories and techniques.	School social worker demonstrates adequate understanding of counseling theories and techniques.	School social worker demonstrates thorough understanding of counseling theories and techniques and their uses as intervention tools.
1d: Demonstrating knowledge of school social work practice	School social worker displays little understanding of school social work practice.	School social worker displays basic understanding of school social work practice.	School social worker displays solid understanding of school social work practice.	School social worker displays extensive understanding of school social work practice.

DOMAIN 1 for School Social Workers: PLANNING AND PREPARATION

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
1e: Demonstrating knowledge of state and federal regulations	School social worker demonstrates little or no knowledge of state and federal regulations pertinent to education and school social work practice.	School social worker demonstrates basic knowledge of state and federal regulations pertinent to education and school social work practice.	School social worker demonstrates detailed knowledge and understanding of state and federal regulations pertinent to education and school social work practice.	School social worker demonstrates extensive knowledge and understanding of state and federal regulations pertaining to education and school social work practice.
1f: Demonstrating knowledge of the district philosophy, school mission, and department objectives	School social worker has little or no knowledge of the district philosophy, school mission, or department objectives.	School social worker has basic knowledge of the district philosophy, school mission, and department objectives.	School social worker follows the district philosophy, school mission, and department objectives.	School social worker is actively engaged in furthering the district philosophy and school mission and is involved in developing department objectives.
1g: Demonstrating knowledge of school, district, and community resources	School social worker demonstrates little or no understanding of available resources.	School social worker displays basic knowledge and understanding of available resources within the immediate educational setting.	School social worker displays detailed knowledge and understanding of available resources within the school, district and community.	School social worker displays extensive knowledge and understanding of available resources within the school, district, and community.

DOMAIN 2 for School Social Workers: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
2a: Creating an environment of respect and rapport	School social worker's interactions with students are negative or inappropriate, and the school social worker does not promote positive interactions among students.	School social worker's interactions are a mix of positive and negative; the school social worker's efforts in encouraging positive interactions among students are partially successful.	School social worker's interactions with students are positive and respectful, and the school social worker actively promotes positive student-to-student interactions.	School social worker's interactions promote a high degree of comfort and trust in the relationship. School social worker teaches students how to engage in positive interactions.
2b: Establishing a culture for positive mental health throughout the school	School social worker makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.	School social worker's attempts to promote a culture throughout the school for positive mental health between and among students and teachers are partially successful.	School social worker promotes a culture throughout the school for positive mental health among students and teachers.	School social worker promotes and works to maintain a culture throughout the school of positive mental health among students and teachers.
2c: Establishing and maintaining clear procedures for referrals	No procedures for referrals have been established or communicated to school staff or parents; when wanting to refer a student for special services, they are not sure how to go about it.	School social worker communicates procedures for referrals, but the details are not always clear.	Procedures for referrals and meetings are established and communicated in a way that is clear to everyone.	Procedures for all aspects of referral and evaluation procedures are clear to everyone, are communicated to staff and parents, and have been developed in consultation with school staff and administrators.
2d: Establishing standards of conduct during provision of services and contributing to the culture for student behavior throughout the school	School social worker has established no standards of conduct for students during provision of services and makes no contribution to maintaining an environment of respect in the school.	School social worker's efforts to establish standards of conduct during provision of services and to contribute to the level of civility in the school as a whole are partially successful.	School social worker has established standards of conduct during provision of services, response to students is appropriate, and a significant contribution is made to an environment of respect in the school.	School social worker has established clear standards of conduct during provision of services and monitoring of students is subtle and preventive. School social worker takes a leadership role in maintaining an environment of respect in the school.

DOMAIN 2 for School Social Workers: THE ENVIRONMENT

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
2e: Organizing physical space	The physical environment is disorganized and poorly suited to working with students and meeting with staff and parents. Materials are not readily available.	School social worker's attempts to create an inviting and organized physical environment are partially successful. Materials are difficult to find when needed.	School social worker's physical environment is inviting and conducive to working with students, staff, and parents. Materials are available when needed.	School social worker's physical environment is inviting to students, and conducive to its purpose. Materials are well organized and easily accessible when needed.

DOMAIN 3 for School Social Workers: DELIVERY OF SERVICE

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
3a: Ability to establish a counseling relationship with students	School social worker has difficulty establishing a counseling relationship with students.	School social worker is able to establish a counseling relationship and draw some information from students.	School social worker is effective in establishing a counseling relationship and utilizing interviewing and assessment skills with students to identify problems.	School social worker is highly effective in establishing a counseling relationship and utilizing interviewing and assessment skills to assist students with problems.
3b: Ability to manage crisis situations	School social worker does not manage crisis situations effectively.	School social worker assumes some responsibility during crisis situations and is able to provide limited assistance.	School social worker assumes responsibility in assisting with crisis management and meeting identified needs.	School social worker assumes a leadership role in crisis management, delegating responsibility and anticipating consequences and outcomes of crisis situations.
3c: Consulting with teachers, administrators, and other staff members regarding student needs	School social worker fails to consult with colleagues regarding student needs.	School social worker consults on a sporadic basis with colleagues, making partially successful attempts to address student needs.	School social worker consults frequently with colleagues to successfully address student needs.	School social worker consults frequently with colleagues, contributing professional training and skills to successfully address student needs.
3d: Utilizing assessments in compliance with best practices for school social workers	School social worker does not conduct appropriate assessments related to the student's cultural, environmental, medical, social/emotional, and adaptive behavior functioning.	School social worker conducts basic minimal assessments related to the student's cultural, environmental, medical, social/emotional, and adaptive behavior functioning.	School social worker conducts thorough assessments related to the student's cultural, environmental, medical, social/emotional, and adaptive behavior functioning, collaborating with colleagues and the student's family in obtaining all pertinent information, accurately administering diagnostic instruments and interpreting findings.	School social worker conducts thorough assessments related to the student's cultural, environmental, medical, social/emotional, and adaptive behavior functioning, collaborating with colleagues and the student's family in obtaining all pertinent information, accurately administering diagnostic instruments and interpreting findings, and playing an active role in determination of eligibility for special education or other services.

DOMAIN 3 for School Social Workers: DELIVERY OF SERVICES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
3e: Participating as a member of the evaluation team	School social worker declines to participate on the evaluation team.	School social worker participates on the evaluation team when directed to do so, preparing necessary paperwork.	School social worker participates on the evaluation team as a standard expectation, prepares necessary paperwork, shares and interprets assessment findings, and contributes to the determination of eligibility for special education or other services and development of IEP or other appropriate plan.	School social worker assumes a leadership role on the evaluation team, takes the initiative in preparing necessary paperwork, shares and interprets assessment findings, and actively contributes to the determination of eligibility for special education or other services and development of IEP or other appropriate plan.
3f: Assisting students, staff and parents in the formulation of academic, personal/social and behavior plans based on knowledge of student needs	School social worker has no strategies to help students acquire decision-making, problem solving, advocacy, and/or coping skills.	School social worker demonstrates a limited range of strategies to help students acquire decision-making, problem solving, advocacy, and/or coping skills.	School social worker demonstrates a broad range of strategies and intervention techniques to help students acquire decision-making, problem solving, advocacy, and/or coping skills.	School social worker demonstrates an extensive range of strategies and intervention techniques to help students acquire decision-making, problem solving, advocacy, and/or coping skills.
3g: Engaging students in social work services	Activities, materials, and groupings of students are inappropriate to address the needs of students involved in social work services, resulting in little to no student engagement	Activities, materials, and groupings of students are moderately appropriate to address the needs of students involved in social work services, resulting in moderate student engagement	Activities, materials, and groupings of students are appropriate to address the needs of students involved in social work services, resulting in full student engagement.	Activities, materials and groupings of students are highly appropriate to address the needs of students involved in social work services, resulting in optimal student engagement. Service delivery illustrates a diagnostically aligned level of challenge to achieve the intended standard of performance from students.

DOMAIN 4 for School Social Workers: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
4a: Engaging in professional development	School social worker does not pursue opportunities to expand their knowledge base or acquire new skills.	School social worker occasional pursues course work, seminars, workshops, and utilizes publications to enhance knowledge and develop skills related to their professional field.	School social worker actively pursues course work, seminars, workshops, and utilizes publications to enhance knowledge and develop skills related to their professional field.	School social worker continually expands their knowledge base and skills to implement and share with colleagues while incorporating knowledge into practice and programs.
4b: Communicating with families	School social worker fails to communicate with families and secure necessary consents or communicates in an insensitive manner.	School social worker's communication with families is partially successful; procedures, assessments, services, parent rights are explained and necessary consents obtained, but there are occasional insensitivities.	School social worker communicates with families in a sensitive manner, procedures, assessments, services, parent rights are explained and necessary consents obtained.	School social worker secures necessary consents and communicates with families in a highly sensitive manner. The school social worker reaches out to families of students to enhance trust.
4c: Maintaining confidential and accurate records	School social worker's records are in disarray; they may be missing or stored in an insecure location.	School social worker's records are accurate and stored in a secure location.	School social worker's records are accurate, well organized, and stored in a secure location.	School social worker's records are accurate, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.
4d: Participating in a professional community	School social worker's relationships with colleagues are negative or self-serving, and the school social worker avoids being involved in school and district committees and teams.	School social worker's relationships with colleagues are cordial, and the school social worker participates in school and district committees and teams when specifically requested.	School social worker actively participates in school and district committees and teams and maintains positive and productive relationships with colleagues.	School social worker makes a substantial contribution to school and district committees and teams and assumes leadership with colleagues.

DOMAIN 4 for School Social Workers: PROFESSIONAL RESPONSIBILITIES

COMPONENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	DISTINGUISHED
4e: Showing professionalism	School social worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality.	School social worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	School social worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students and the public, and advocates for students when needed.	School social worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.
4f: Using technology	School social worker does not use assistive technology (i.e., word processor, e-mail, internet, assessment scoring programs, IEP database systems, etc.).	School social worker minimally uses assistive technology (i.e., word processor e-mail, internet, assessment scoring programs, IEP database systems, etc.).	School social worker consistently uses assistive technology (i.e. word processor, e-mail, internet, assessment scoring programs, IEP database systems, etc.).	School social worker consistently uses assistive technology (i.e., word processor, e-mail, internet, assessment scoring programs, IEP database systems, etc.), and is instrumental in educating others.
4g: Consulting with PPS colleagues, director of special education, and administration	School social worker does not communicate with fellow PPS colleagues and administrators regarding delivery of services.	School social worker occasionally communicates with fellow PPS colleagues and administrators.	School social worker regularly communicates with fellow PPS colleagues and administrators regarding delivery of services.	School social worker consistently communicates with fellow PPS colleagues and administrators and uses information gained to provide optimum delivery of services.
4h: Time Management	School social worker misses or is consistently late to scheduled meetings and does not complete given tasks on time. Tasks are not prioritized.	School social worker is inconsistent in attending scheduled meetings and completing given tasks on time. Tasks are prioritized inconsistently.	School social worker attends most scheduled meetings and completes most given tasks on time. Most tasks are prioritized.	School social worker consistently attends scheduled meetings, completes given tasks on time, and is highly effective in prioritizing tasks.

Summative Rating Calculation

The evaluator shall rate the employee's performance on each element contained in the Evaluation Form. Each element shall be rated as:

- One (1) for unsatisfactory,
- Two (2) for needs improvement,
- Three (3) for proficient, and
- Four (4) for excellent.

A score for each domain will be calculated by averaging the element scores for that domain. A summative score will then be calculated by using a weighted average of the four domains.

- Domain 1 will be weighted as 15%;
- Domain 2 as 35%;
- Domain 3 as 40%; and
- Domain 4 as 10%.

Domain 1 average score _____ x .15 = _____

Domain 2 average score _____ x .35 = _____

Domain 3 average score _____ x .40 = _____

Domain 4 average score _____ x .10 = _____

Total = _____ = weighted average score

Summative Rating Score

Excellent (4) - shall be given to employees with a weighted average score greater than or equal to 3.4.

Proficient (3)- shall be given to employees with a weighted average score greater than or equal to 2.7 up to 3.3.

Needs Improvement (2) – shall be given to employees with a weighted average score greater than or equal to 2.0 and up to 2.6.

Unsatisfactory (1) – shall be given to employees with a weighted average score below 2.0.

Final Evaluation Conference
(Signature Meeting)

Employment Recommendation

- Excellent (4)**
Employees with a weighted average score greater than or equal to 3.4.
- Proficient (3)**
Employees with a weighted average score greater than or equal to 2.7 up to 3.3.
- Needs Improvement (2)**
Employees with a weighted average score greater than or equal to 2.0 and up to 2.6.
- Unsatisfactory (1)**
Employees with a weighted average score below 2.0.

Evaluator's Signature	Date	Employee's Signature	Date
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Evaluator's Summative Comments

Employee's Comments (Optional)