

**Appendix A**

**CATEGORY: Content Knowledge**

The Social Worker shall demonstrate thorough knowledge of the subject matter area and curriculum.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrate Knowledge of Social Work Theory and Counseling Techniques and Their Application in Schools</b>	The Social Worker demonstrates deep and thorough understanding of social work theory and counseling techniques	The Social Worker demonstrates understanding of social work theory and counseling techniques.	The Social Worker demonstrates basic understanding of social work theory and counseling techniques.	The Social Worker demonstrates little or no understanding of social work theory and counseling techniques.
<b>Demonstrate Knowledge of State and Federal Regulations and of Resources Both Within and Beyond the School and District</b>	The Social Worker's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	The Social Worker displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with the resources external to the district.	The Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources external to the district.	The Social Worker demonstrates little or no knowledge of governmental regulations or of resources for students available through the school or district.

**CATEGORY: Preparation and Knowledge of Pedagogical Practices**

The Social Worker shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Establish Goals for the School-Based Social Work Practice Appropriate to the Setting and the Students Served</b>	The Social Worker's goals for the counseling program are highly appropriate to the situation in the school, to the age of the students, and have been developed following consultations with students, parents, and colleagues.	The Social Worker's goals for the counseling program are clear and appropriate to the situation in the school and to the age of the students	The Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	The Social Worker has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.
<b>Plan a School Social Work Program that is Integrated with the Regular School Program, and that Meets the Needs of Individual Students and of Prevention Activities</b>	Social Worker's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.	The Social Worker has developed a plan that includes the important aspects of work in the setting.	The Social Worker's plan has guiding principles and includes a number of worthwhile activities, although some not fit with the broader goals.	The Social Worker's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>Planning Interventions to Maximize Students' Likelihood of Success</b>	Social Worker develops comprehensive plans for students, finding ways to creatively apply assessment findings and incorporate many related elements.	Social Worker's plans for children are suitable for them and are aligned with the findings of the assessments.	Social Worker's plans for students are partially suitable for them or are sporadically aligned with the findings of the assessments.	Social Worker fails to plan interventions suitable to students, or interventions are not aligned with the findings of the assessments.

**CATEGORY: Instructional Delivery/Delivery of Counseling (Sessions)**

The Social Worker shall demonstrate that the delivery of counseling results in active student involvement, appropriate counselor/student interaction and meaningful sessions resulting in student learning.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Establish Rapport with Students</b>	Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship.	Social Worker's interactions with students are positive and respectful; students appear comfortable in the testing office.	Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at developing rapport are partially successful.	Social Worker's interactions with students are negative or inappropriate; students appear uncomfortable in the testing office.
<b>Foster a Culture for Positive Mental Health Throughout the School</b>	The culture in the school for positive mental health among students and teachers, while guided by the Social Worker, is maintained by both teachers and students.	The Social Worker promotes a culture throughout the school for positive mental health among students and teachers.	The Social Worker attempts to promote a culture throughout the school for positive mental health among students and teachers are partially successful.	The Social Worker makes no attempt to establish a culture for positive mental health in the school as a whole, either among or teachers, or between students and teachers.
<b>Promotes Standards of Conduct for Positive Student Behavior Throughout the School</b>	The Social Worker has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. The Social Worker takes a leadership role in maintaining the environment of civility in the school.	The Social Worker has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	The Social Worker's efforts to establish standards of conduct for counseling sessions are partially successful. The Social Worker attempts, with limited success, to contribute to the level of civility in the school.	The Social Worker has established no standards of conduct for students during counseling sessions and makes no contribution to maintaining an environment of civility in the school.
<b>Utilize Established Counseling Techniques in Individual and Classroom Settings</b>	The Social Worker employs effective counseling techniques with students, and finds ways to creatively meet their needs and incorporate related issues.	The Social Worker's counseling techniques are suitable for students and aligned with their identified needs.	The Social Worker's counseling techniques are partially suitable for students or sporadically aligned with their identified needs.	The Social Worker fails to employ counseling techniques suitable for students, or techniques are mismatched with students' needs.

**CATEGORY: Classroom Management/Management Skills**

The Social Worker shall demonstrate classroom management skill supportive of diverse student learning needs which create an environment conducive to student learning.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Establish Standards of Conduct for Individual and Group Counseling Sessions, While Maintaining Appropriate Flexibility for Individual, Situational and Cultural Needs</b>	Standards of conduct have been established. The Social Worker's monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. Social Worker displays innovative and effective flexibility while managing varying situational, cultural and individual student needs.	Standards of conduct have been established. The Social Worker monitors students behavior against those standards; response to students is appropriate and respectful. The Social Worker displays flexibility in the management of varying situational, cultural and individual student needs.	Standards of conduct appear to have been established. The Social Worker attempts to monitor and correct negative students behavior during an evaluation are partially successful. The Social Worker displays partial success in applying flexibility to varying situational, cultural, and individual student needs.	No standards of conduct have been established, and Social Worker disregards or fails to address negative student behavior. The Social Worker displays no flexibility in the management of varying situational, cultural and individual student needs.
<b>Maintain a Physical Space which is Inviting and Conducive to Student and Parent Counseling Sessions</b>	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed to ideas to the physical arrangement.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	The physical environment is in disarray or is inappropriate to the planned activities.

**CATEGORY: Student Development**

The Social Worker shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrate Knowledge of Child/Adolescent Development and Psychopathology</b>	The Social Worker demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	The Social Worker demonstrates thorough knowledge of child and adolescent development and psychopathology.	The Social Worker demonstrates basic knowledge of child and adolescent development and psychopathology.	The Social Worker demonstrates little or no knowledge of child and adolescent development and psychopathology.
<b>Plan Individual and Group Interventions with Flexibility and Responsiveness, while Maximizing Students' Likelihood of Positive Development and Success</b>	The Social Worker is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input. The Social Worker's interventions are effectively and creatively matched to students' developmental levels, and strongly promote the likelihood of success.	The Social Worker makes revisions in the counseling program when they are needed. The Social Worker's interventions are suitable for students' level of development, and promote the likelihood of success.	The Social Worker makes modest changes in the counseling program when confronted with evidence of the need for change. Social Worker's interventions are partially aligned to students' developmental stage, and sporadically promote the likelihood of success.	The Social Worker adheres to the plan or program, in spite of evidence of its inadequacy. The Social Worker's interventions are mismatched with students' developmental levels, and do not promote likelihood of success.
<b>Utilize Cultural Competence to Maximize Students' Potential for Positive Development</b>	The Social Worker is continually seeking ways to improve the program and techniques applied, effectively making changes as needed in response to student and parent level of engagement in the counseling activities.	The Social Worker makes revisions to the program and technique when confronted with evidence that student groups of varying cultures are not being successfully engaged in counseling activities.	The Social Worker makes modest changes in the program and technique when confronted with evidence that student groups of varying cultures are not being successfully engaged in counseling activities.	The Social Worker adheres to the same program and technique, in spite of evidence of its inadequacy with culturally diverse students.

**CATEGORY: Student Assessment**

The Social Worker shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Conduct Assessment of Students' Needs Demonstrating Flexibility, Responsiveness and Cultural Competence</b>	The Social Worker conducts detailed and individualized assessments of student needs while applying effective flexibility, responsiveness and cultural competence.	The Social Worker assesses student needs, knows the range of student needs in the school and demonstrates responsiveness, flexibility and cultural competence during assessment.	The Social Worker's assessment of student needs are perfunctory or show only sporadic application of responsiveness, flexibility and cultural competence.	The Social Worker does not assess student needs, or the assessments result in inaccurate conclusions due to Social Worker's lack of responsiveness, flexibility or cultural competence.
<b>Assist Students, Teachers and School Counselors in the Formulation of Students' Personal and Social Needs, in Combination with Their Academic and Career Goals, Based on Assessment and Knowledge of Students' Needs</b>	The Social Worker helps individual students, teachers and school counselors formulate academic, personal/social, and career plans.	The Social Worker helps students, teachers and school counselors formulate academic, personal/social, and career plans for groups of students.	The Social Worker's attempt to help students, teachers and school counselors formulate academic, personal/social, and career plans are partially successful.	The Social Worker's program is independent of identified students needs.

**CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel**

The Social Worker shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Communicate Actively and According to Established Norms with Students' Families and Caregivers to Meet Students' Needs</b>	The Social Worker communicates with families in a manner highly sensitive to cultural and linguistic traditions. The Social Worker reaches out to families of students to enhance trust.	The Social Worker communicates with families and does so in a manner sensitive to cultural and linguistic traditions.	The Social Worker's communication with families is partially successful, but there are occasional insensitivities to cultural and linguistic traditions.	The Social Worker fails to communicate with families or communicates in an insensitive manner.
<b>Initiate Referrals And Maintain Contact with Relevant Programs/ Agencies, Physicians and Community Mental Health Service Providers as Needed</b>	The Social Worker maintains ongoing contact with relevant programs/agencies, physicians and community mental health service providers and initiates contacts when needed.	The Social Worker maintains ongoing contact with relevant programs/agencies, physicians and community mental health service providers.	The Social Worker maintains occasional contact with relevant programs/agencies, physicians and community mental health service providers.	The Social Worker declines to maintain contact with relevant programs/agencies, physicians and community mental health service providers.
<b>Participate in a Professional Community</b>	The Social Worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	The Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	The Social Worker's relationships with colleagues are cordial, and the social worker participates in school and district events and projects when specifically requested.	The Social Worker's relationships with colleagues are negative or self-serving, and the social worker avoids being involved in school and district events and projects.

**CATEGORY: Reflective and Responsive Practice**

The Social Worker shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Demonstrate Cultural Competence and Reflect on and Adjust Method of Practice to Best Serve all Students</b>	The Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The Social Worker draws on an extensive repertoire to suggest alternative strategies.	The Social Worker's reflection provides an accurate and objective description of practice and cultural competence, citing specific positive and negative characteristics. The Social Worker makes some specific suggestions as to how the counseling program might be improved.	The Social Worker's reflection provides an accurate and objective description of practice and cultural competence, citing specific positive and negative characteristics.	The Social Worker does not reflect on practice and cultural competence, or the reflections are inaccurate or self-serving.
<b>Show Professionalism, Including Integrity, Advocacy and Maintenance of Confidentiality</b>	The 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.	The Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	The Social Worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	The Social Worker displays dishonesty in interactions with colleagues, students, and the public, and violates principles of confidentiality.
<b>Engage in Professional Development</b>	The Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	The Social Worker seeks out opportunities for professional development based on an individual assessment of need.	The Social Worker's participation in professional development activities is limited to those which were convenient or required.	The Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.

**CATEGORY: Reflective and Responsive Practice - Continued**

The Social Worker shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

<p><b>Establish and Maintain Clear Procedures for In-School Referrals, and Respond by Consulting with Teachers and Administration as Appropriate</b></p>	<p>The Social Worker consults frequently with teachers and administrators, contributing his/her own valuable insights to referrals made. A clear procedure for referrals has been developed in collaboration with colleagues.</p>	<p>The Social Worker consults frequently with teachers and administrators and has clear procedures for referrals.</p>	<p>The Social Worker consults with teachers and administrators on a sporadic basis and has a quasi-procedure in place for referrals.</p>	<p>The Social Worker fails to consult with teachers and administrators and has no clear procedure for referrals established.</p>
<p><b>Maintain and Submit Records and Reports According to District Standards</b></p>	<p>The Social Worker's records are timely, accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.</p>	<p>The Social Worker's records are timely, accurate and legible, well organized, and stored in a secure location.</p>	<p>The Social Worker's records are accurate and legible and are stored in a secure location.</p>	<p>The Social Worker's records are in disarray, they may be missing, illegible, or stored in an insecure location.</p>

OSSINING UNION FREE SCHOOL DISTRICT

OPTION I

*Evaluation Form*

**OBSERVATION NARRATIVE:**

**CATEGORY: Content Knowledge**

The Social Worker shall demonstrate thorough knowledge of the subject matter area and curriculum.

**Demonstrate knowledge of social worker theory, counseling techniques, and their application in schools:**  
\_\_\_\_\_

**Demonstrate knowledge of state and federal regulations and of resources both within and beyond the school and District:** \_\_\_\_\_

**Evidence/Comments:**

**CATEGORY: Preparation and Knowledge of Pedagogical Practices**

The Social Worker shall demonstrate appropriate preparation employing the necessary pedagogical practices to support instruction.

**Establish goals for school-based social work practice that are appropriate to the setting and the students served:** \_\_\_\_\_

**Plan a school social work program that is integrated with the regular school program, and that meets the needs of individual students and of prevention activities:** \_\_\_\_\_

**Plan interventions to maximize students' likelihood of success:** \_\_\_\_\_

**Evidence/Comments:**

**CATEGORY: Instructional Delivery/Delivery of Counseling Sessions**

The Social Worker shall demonstrate that the delivery of counseling results in active student involvement, appropriate counselor/student interaction and meaningful sessions resulting in student learning.

**Establish rapport with students: \_\_\_\_\_**

**Foster a culture for positive mental health throughout the school: \_\_\_\_\_**

**Promotes standards of conduct for positive student behavior throughout the school: \_\_\_\_\_**

**Utilize established counseling techniques in individual and classroom settings: \_\_\_\_\_**

**Evidence/Comments:**

**CATEGORY: Management Skills**

The Social Worker shall demonstrate classroom management skill supportive of diverse student learning needs which create an environment conducive to student learning.

**Establish standards of conduct for individual and group counseling sessions, while maintaining appropriate flexibility for individual, situational and cultural needs: \_\_\_\_\_**

**Maintain a physical space which is inviting and conducive to student and parent counseling sessions: \_\_\_\_\_**

**Evidence/Comments:**

**CATEGORY: Student Development**

The Social Worker shall demonstrate knowledge of student development, an understanding and appreciation of diversity and the regular application of developmentally appropriate strategies for the benefit of all students.

**Demonstrate knowledge of child/adolescent development and psychopathology: \_\_\_\_\_**

**Plan individual and group interventions with flexibility and responsiveness, while maximizing students' likelihood of positive development and success: \_\_\_\_\_**

**Utilize cultural competence to maximize students' potential for positive development: \_\_\_\_\_**

**Evidence/Comments:**

**CATEGORY: Student Assessment**

The Social Worker shall demonstrate that he or she implements assessment techniques based on appropriate learning standards designed to measure students' progress in learning.

**Conduct assessment of students' needs demonstrating flexibility, responsiveness and cultural competence: \_\_\_\_\_**

**Assist students, teachers and school counselors in the formulation of students' personal and social needs, in combination with their academic and career goals, based on assessment and knowledge of students' needs: \_\_\_\_\_**

**Evidence/Comments:**

**CATEGORY: Collaboration with Students, Parents, Caregivers, and Support Personnel**

The Social Worker shall demonstrate that he or she develops effective collaborative relationships with students, parents, or caregivers, as needed, and appropriate support personnel to meet the learning needs of students.

**Communicate actively and according to established norms with students' families and caregivers to meet students' needs: \_\_\_\_\_**

**Initiate referrals and maintain contact with relevant programs/ agencies, physicians and community mental health service providers as needed: \_\_\_\_\_**

**Participate in a professional community: \_\_\_\_\_**

**Evidence/Comments:**

**CATEGORY: Reflective and Responsive Practice**

The Social Worker shall demonstrate that practice is reviewed, effectively assessed and appropriate adjustments are made on a continuing basis.

**Demonstrate cultural competence and reflect on and adjust method of practice to best serve all students: \_\_\_\_\_**

**Show professionalism, including integrity, advocacy and maintenance of confidentiality: \_\_\_\_\_**

**Engage in Professional development: \_\_\_\_\_**

**Establish and maintain clear procedures for in-school referrals, and respond by consulting with teachers and administration as appropriate: \_\_\_\_\_**

**Maintain and submit records and reports according to District standards: \_\_\_\_\_**

**Evidence/Comments:**

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**Summary:**