

Natomas Unified School District <b>Professional Goal Setting for Social Worker Position</b>
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Employee Name: \_\_\_\_\_ Job Title: \_\_\_\_\_

Employee Status: \_\_\_\_\_ Date: \_\_\_\_\_

School Site(s): \_\_\_\_\_

Supervisor: \_\_\_\_\_

**Section 1: Standard Alignment: How will your work as a Social Worker meet your professional standards for the current school year.**

Select any two standards that align to your specific job that you will specifically monitor and assess this year. Identify the evidence used to show that the standard was met.

Standard	Evidence of Achievement
1.	
2.	
3. Parent Communication: What methods do you plan to use to communicate student progress and behavior to parents? (Include frequency, format and follow through)	

**Section 2: Professional Growth Plan: Courses, workshops and other trainings/professional meetings that will improve your practice.**

List all actions, courses, conferences, workshops, books, etc. that you will utilize to help you achieve each of your goals listed in Section 1.

Goal	Growth Plan
<i>Example: Attend a conference</i>	<i>Attend a conference/meeting/training that is aligned with your area of expertise and enhances your work in that profession, i.e. CASP, countywide social worker meetings, NASWconference, etc.</i>
1.	
2.	

### Section 3: Goal Implementation: Based on acquired training and meeting student needs.

Explain the various strategies and activities you will use throughout the year to accomplish each goal and the evidence you will gather to establish your accomplishment of each goal.

Goal	Strategies and Activities To Accomplish Goal	Evidence of Accomplished Goal
<i>Example:</i>	<i>Develop IEP management system where timelines and IEP dates are clearly stated, create and organize IEP service logs, develop classroom/pull-out speech and language schedules and management techniques.</i>	<i>Posted rules/expectations in speech sessions IEP Timeline Organization System IEP Service/Speech Service Logs MAAR Billing Schedule and Records Classroom/Pull-Out Speech Schedule Parent Communication Logs Assessment Tracking System (annuals/tri-annuals) Counseling logs or therapy logs Health logs</i>
1.		
2.		

**Section 4: Reflection**

Form A

- At the close of the school year, write a paragraph reflecting on your Professional Growth for the entire year.
- Consider the success you achieved with each of the professional goals you selected at the beginning of the year.
- Assess the various strategies you used throughout the year, the growth plan you followed to achieve success, and the evidence you gathered to reflect your accomplishment.
- Evaluate the success you achieved with your two job specific standards you selected at the beginning of the year, your evidence of achievement.

**Fall Meeting****Spring Meeting**\_\_\_\_\_  
Employee's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Employee's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Supervisor's Signature\_\_\_\_\_  
Date\_\_\_\_\_  
Supervisor's Signature\_\_\_\_\_  
Date

Natomas Unified School District  
**Pre-Observation and Reflection Form - Social Worker**

Social Worker Name:

Supervisor:

Observation Date:

School Site(s):

**Section 1: Social Worker Outline (to be completed before observation)**

Identify the social worker standard(s) that will be addressed in this session

Identify the objective(s)

Identify the strategies you chose to meet student needs

Identify the assessment data you will use to establish the goal

**Section 2: Pre-Observation Meeting**

1. How will you engage and support students?

2. How have you created an effective environment for student services? How are you maintaining that environment through this session?

3. How have you planned and provided for continuity of the coordinated social worker services program?

4. How are you meeting your goals as a Social Worker?

## Reflection

To be completed after observation and submitted to administrator at least 48 hours prior to the Post-Observation Conference.

Using student progress toward their Social Work goal(s), reflect on the level of student achievement and engagement in this session.

Natomas Unified School District  
**Social Worker Formal Evaluation Form**

Temporary                       Probationary 1                       Probationary 2                       Permanent

Employee Name \_\_\_\_\_ School Site(s) \_\_\_\_\_

Evaluator \_\_\_\_\_ Date \_\_\_\_\_

**Attendance, Dependability, Initiative, and Time Management:**

- Reports for work on time and has good attendance.
- Completes appropriate amount of tasks relative to timelines and the requirements of the position.
- Is self-reliant in completing assignments.
- Offers suggestions and solutions for work improvements and problems.
- Embodies professionalism as social workers utilizing the standards outlined in the NASW Code of Ethics.

**OVERALL RATING FOR STANDARD:**

Meets District Standards       Approaching District Standards       Below District Standards

Evidence/Commendations/Recommendations:

**Professional Development:**

- Participates in professional development.
- Attends district provided training held during working hours.
- Participate in state, school, local association meetings, conferences, and/or professional learning communities.
- Provide relevant training to sites that will meet the needs of the current student body. Including educating staff on the impacts of trauma on academic and behavioral performance.

**OVERALL RATING FOR STANDARD:**

Meets District Standards       Approaching District Standards       Below District Standards

Evidence/Commendations/Recommendations:

**Monitoring and Data Management:**

- Collaborate and participate in site level Mental Health team (In collaboration with site admin and school psychologist).
- Assist with maintaining data on sites “At-Risk Student’s List”.
- Monitor progress and outcomes of students on caseload/social work data sheet and at-risk list.
- Assist with managing and triaging mental health referrals.
- Meet with students on caseload regularly and document sessions.

**OVERALL RATING FOR STANDARD:**

- Meets District Standards       Approaching District Standards       Below District Standards

Evidence/Commendations/Recommendations:

**Adaptability, Judgment, Decision Making, and Service Delivery:**

- Uses good assessment and decision-making skills in performing work assignments and duties.
- Identify and address the social emotional learning needs of members within the school community.
- Provides direct therapeutic intervention to students and families (individual and group counseling).
- Provides psychosocial assessment and diagnosis of behavioral disabilities with recommendation and/or environmental manipulation at the school, home and/or community level with periodic reevaluation.
- Attend multidisciplinary team meetings (504s, SSTs, IEPs).
- Attend monthly social worker meetings.
- Collaborate with school psychologists and/or counselors across all tier interventions.
- Conduct suicidal risk assessments, Threat Assessments, and respond to Go Guardian alerts.
- Report suspected child abuse to Department of Children and Family Services (DCFS).
- Educate staff on impacts of trauma on academic and behavioral performance.
- Support school sites in various initiatives, e.g., parenting classes and attendance interventions.

**OVERALL RATING FOR STANDARD:**

- Meets District Standards       Approaching District Standards       Below District Standards

Evidence/Commendations/Recommendations:

**Consultation, Linkage and Referral**

- Provides consultation services to school personnel related to school connectedness, behavior, attendance, community outreach.
- Serves as liaison person between school, family, and community resources.
- Identifies and is knowledgeable of school and community resources to meet school and family needs.
- Establishes working relationships with community service agencies and providers.
- Makes appropriate referrals of families to public or private community resources.

**OVERALL RATING FOR STANDARD:**

- Meets District Standards     
  Approaching District Standards     
  Below District Standards

Evidence/Commendations/Recommendations:

\_\_\_\_\_  
Employee Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Evaluator Signature

\_\_\_\_\_  
Date

The employee's signature does not necessarily indicate agreement with the evaluation rating or its content, but indicates that he/she has received a copy of the evaluation. The employee shall have ten (10) working days from receipt to attach a written response to an evaluation before it is placed in the employee's personnel file.

Natomas Unified School District  
**Social Worker Summative Evaluation**

Name:

School Year:

Assigned School Sites:

Date of Summary Evaluation Conference:

Temporary:  | Probationary 1:  | Probationary 2:  | Permanent:  | Other:

<b><u>Professional Standards</u></b> Final evaluation is not limited to information gathered in formal observations	A Emerging	B Exploring	C Applying	D Integrating	E Innovating
Attendance, Dependability, Initiative, and Time Management					
Professional Development					
Monitoring and Data Management					
Adaptability, Judgment, Decision Making, and Service Delivery					
Consultation, Linkage and Referral					

The completed Evaluator’s Formal Observation Forms, containing comments related to the five Standards must be attached to the Summative Evaluation page.

*Unsatisfactory*       *Needs Improvement*       *Satisfactory*       *Distinguished*

Distinguished = at least 3 Innovating and no marks less than Integrating

Needs Improvement = 2 marks in Columns A and/or B

Unsatisfactory = 3 or more marks in Columns A and/or B

Evidence/Concerns/Recommendations/Affirmations/Comments:

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Employee Signature

Date

Evaluator Signature

Date

The employee's signature does not necessarily indicate agreement with the evaluation rating or its content, but indicates that he/she has received a copy of the evaluation. The employee shall have ten (10) working days from receipt to attach a written response to an evaluation before it is placed in the employee's personnel file.