

# Bloomington District 87 Professional Appraisal System

## Form A: Pre-Observation Conversation for School Social Workers

Specialist:  
Grade Level(s):  
Observer:

School:  
Subject(s):  
Date:

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in Delivery of Social Work Services within a School Setting	4a - Maintaining Effective Documentation	2a - Creating an Environment of Respect and Rapport	3a - Supporting Student Social and Emotional Needs
1b - Demonstrating Knowledge and Understanding of Child and Adolescent Development, Influence of Culture, Background, and Social-Emotional Characteristics When Assessing Need for Interventions	4b - Communicating and Collaborating with Families, Staff, and Administration	2b - Contributing to the Culture of Positive Student Behavior	3b - Assisting Teachers and Engaging Students in Formulating Academic, Personal/Social, and Behavior Plans
1c - Establishing Goals for Social Work Services	4c - Participating in a Professional Community	2c - Utilizing and Facilitating Clear Procedures for Student Referrals	3c - Collecting Information and Writing Reports
1d - Designing Social Work Services Based upon District, State, and Federal Regulations, Guidelines, and Resources	4d - Engaging in Professional Development	2d - Organizing Time Effectively	3d - Demonstrating Flexibility and Responsiveness
1e - Developing a Plan to Assess and Revise Social Work Services to Meet Needs of Identified Students	4e - Demonstrating Professionalism		

### ***Questions for Discussion between Specialist and Evaluator:***

1. Briefly describe the students with whom you are working. What have you learned about your students this year? (1b)
2. Briefly describe how you prepare and plan for your work with students. (1a, 1b, 1c & 1e)
3. Briefly discuss the process and procedures that are followed when providing services to the students you serve. (1a, 1b, & 1e)
4. The quality of the professional environment where you work with students is important to accomplishing the goals and objectives set for students. How do the procedures and physical space of your work environment help students succeed in accomplishing the goals and objectives that are set for them? How have you changed your procedures and processes based on feedback? (2a & 2d)
5. During the observation I will be collecting evidence about your interactions, directions, procedures, explanations, transitions, and closure with students. What specific information would you like me to collect about your communication with students? (2a & 3a)
6. How do you differentiate to address the needs of students? (1d, 3a, 3c, & 3d)
7. How do you assess whether students are progressing toward meeting the goals and objectives set forth for them? (1d & 3a)
8. Do you collaborate with colleagues? What professional activities have influenced your practice? (3d & 4c)
9. Thinking beyond your professional work environment, how have you continued to communicate and connect with students' families to help build a link between home and school? How has family information influenced your professional practice decisions and interactions with students? (3d & 4b)
10. Beyond what we have already discussed, what else would you like to share with me about the lesson that I will be observing?

**Bloomington Public School District 87 Professional Appraisal System**  
**Form B: Conference Reflection for Specialists**

Specialist \_\_\_\_\_ School(s) \_\_\_\_\_

1. In general, how successful were your interactions with the student(s)? Did the student(s) accomplish what you intended? How do you know?

a. Describe the key components of your interactions or session with the student(s) that helped or hindered your overall student engagement (e.g. communication, discussion, questions, student grouping, materials/resources, pacing, instructional flexibility, etc.). (Domain 3: Delivery of Service)

b. What evidence do you have that the targets that were set were met? (Domain 3: Delivery of Service)

2. Comment on your management procedures, student engagement, and your use of physical space. To what extent did these contribute to student(s) accomplishing the desired goals and objectives?

3. Comment on different aspects of your interactions/engagement with students (e.g., activities, grouping of students, materials and resources). To what extent were they effective?

4. If you had an opportunity to have a similar session or interaction with this student or same group of students again, what would you do differently?

5. What did you learn that will help you with your professional practice in the future? What do you hope to be able to share with your colleagues after this session or interaction?

Note: The evaluator retains the right to reschedule the post-conference if the specialist has not engaged in reflection prior to this conference.

# Bloomington Public School District 87 Professional Appraisal System

## Form C: Informal Observation for School Social Workers

Specialist: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Area: \_\_\_\_\_

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in Delivery of Social Work Services within a School Setting  1b - Demonstrating Knowledge and Understanding of Child and Adolescent Development, Influence of Culture, Background, and Social-Emotional Characteristics When Assessing Need for Interventions  1c - Establishing Goals for Social Work Services  1d - Designing Social Work Services Based upon District, State, and Federal Regulations, Guidelines, and Resources  1e - Developing a Plan to Assess and Revise Social Work Services to Meet Needs of Identified Students	4a - Maintaining Effective Documentation  4b - Communicating and Collaborating with Families, Staff, and Administration  4c - Participating in a Professional Community  4d - Engaging in Professional Development  4e - Demonstrating Professionalism	2a - Creating an Environment of Respect and Rapport  2b - Contributing to the Culture of Positive Student Behavior  2c - Utilizing and Facilitating Clear Procedures for Student Referrals  2d - Organizing Time Effectively	3a - Supporting Student Social and Emotional Needs  3b - Assisting Teachers and Engaging Students in Formulating Academic, Personal/Social, and Behavior Plans  3c - Collecting Information and Writing Reports  3d - Demonstrating Flexibility and Responsiveness

<b>Time</b>	<b>Actions &amp; Statements/Questions by Specialist &amp; Students</b>	<b>Component</b>

# Bloomington Public School District 87 Professional Appraisal System

## Form D: Final Summative Evaluation for Specialists

Specialist Name:

Location:

School Year:

Evaluator:

Specialist Years of Service in Bloomington:

<b>Observation dates included in the basis of this summative evaluation:</b>
Formal Observation Dates:
Informal Observation Dates:

Domain 1 – Planning and Preparation	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 2 – The Environment	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 3 – Delivery of Service	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Domain 4 – Professional Responsibilities	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)
Overall Rating	<input type="checkbox"/> Unsatisfactory	<input type="checkbox"/> Needs Improvement	<input type="checkbox"/> Proficient	<input type="checkbox"/> Excellent (Distinguished)

**We have conducted a conversation on the rubrics. The specialist has the right to attach written comments within (10) school days of completion of this form for inclusion in his/her personnel file maintained in the Human Resources Department.**

Specialist Signature: \_\_\_\_\_

Date: \_\_\_\_\_

*Signature indicates only that the Specialist has read and understands the evaluation.*

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

Date: \_\_\_\_\_

## Bloomington Public School District 87 Professional Appraisal System Form E: Individual Growth Plan Self-Assessment for School Social Workers

*Based upon feedback and data from administrator, coach/mentor, professional peers, and your own needs and interest, reflect on the strengths and areas of growth within your professional practices:*

<b><i>Strengths</i></b>	<b><i>Domains/Components</i></b>	<b><i>Growth Opportunities</i></b>
	<p><b>Domain 1: Planning and Preparation</b></p> <p>1a - Demonstrating Knowledge of Regulatory Procedures and Skill in Delivery of Social Work Services within a School Setting</p> <p>1b - Demonstrating Knowledge and Understanding of Child and Adolescent Development, Influence of Culture, Background, and Social-Emotional Characteristics When Assessing Need for Interventions</p> <p>1c - Establishing Goals for Social Work Services</p> <p>1d - Designing Social Work Services Based upon District, State, and Federal Regulations, Guidelines, and Resources</p> <p>1e - Developing a Plan to Assess and Revise Social Work Services to Meet Needs of Identified Students</p>	
<p><b><i>Next Steps:</i></b></p>		

<b>Strengths</b>	<b>Domains/Components</b>	<b>Growth Opportunities</b>
	<p><b>Domain 2 - The Environment</b></p> <p>2a - Creating an Environment of Respect and Rapport</p> <p>2b - Contributing to the Culture of Positive Student Behavior</p> <p>2c - Utilizing and Facilitating Clear Procedures for Student Referrals</p> <p>2d - Organizing Time Effectively</p>	
<p><b>Next Steps:</b></p>		
	<p><b>Domain 3 - Delivery of Service</b></p> <p>3a - Supporting Student Social and Emotional Needs</p> <p>3b - Assisting Teachers and Engaging Students in Formulating Academic, Personal/Social, and Behavior Plans</p> <p>3c - Collecting Information and Writing Reports</p> <p>3d - Demonstrating Flexibility and Responsiveness</p>	
<p><b>Next Steps:</b></p>		

<i>Strengths</i>	<i>Domains/Components</i>	<i>Growth Opportunities</i>
	<p><b>Domain 4: Professional Responsibilities</b></p> <p>4a - Maintaining Effective Documentation</p> <p>4b - Communicating and Collaborating with Families, Staff, and Administration</p> <p>4c - Participating in a Professional Community</p> <p>4d - Engaging in Professional Development</p> <p>4e - Demonstrating Professionalism</p>	
<p><b>Next Steps:</b></p>		

## Bloomington Public School District 87 Professional Appraisal System Form F: Individual Growth Plan Goal

**Directions:** Use Form E: Individual Growth Plan Self-Assessment to determine and develop an Individual Growth Plan Goal.

<b>Individual Growth Plan Goal Criteria</b>		
<b>S</b>	<b>Specific Standards-Based</b>	<ul style="list-style-type: none"> <li>• Is the goal clearly focused on what is to be accomplished?</li> <li>• Why is this important?</li> <li>• Is it based on the <i>Framework for School Social Workers</i> practice?</li> </ul>
<b>M</b>	<b>Measurable</b>	<ul style="list-style-type: none"> <li>• Can this goal be measured?</li> <li>• Will I be able to collect evidence of achievement?</li> <li>• Is this goal based upon multiple sources of data?</li> </ul>
<b>A</b>	<b>Aligned and Attainable</b>	<ul style="list-style-type: none"> <li>• Is this goal aligned to district and school improvement goals?</li> <li>• Will resources be available to achieve this goal?</li> </ul>
<b>R</b>	<b>Relevant</b>	<ul style="list-style-type: none"> <li>• How will this goal enhance teaching/professional practice/craft?</li> <li>• How will this goal enhance learning opportunities for students?</li> </ul>
<b>T</b>	<b>Time Bound</b>	<ul style="list-style-type: none"> <li>• Can this goal be attained within the required timeframe?</li> </ul>

- **When:** Provide time frame for goal process.
- **Who:** List the students or staff that will be involved in the goal.
- **What:** List specific area of teaching/student learning that needs to be improved
- **Data Source:** List data tool(s) that will measure progress of goal. Data tools include rubrics, checksheets, tests, etc.

*Example focused upon 2c – Managing Classroom Procedure and 3c – Engaging Students in Learning:* During 2009-10 (**WHEN**), the 6<sup>th</sup> Grade Cross-Disciplinary Team (**WHO**) will increase instructional learning time and student engagement at the beginning of class through 1) improved student transitions between core classes and 2) “high interest” Core Content bell work (**WHAT**), as measured by number of 25 or less tardy yellow slips and 90% student bell work completion (**DATA SOURCE**).

**My Individual Growth Plan Goal (include when, what, who, and data source):**

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## Bloomington Public School District 87 Professional Appraisal System Form G: Individual Growth Action Plan for School Social Workers

Specialist Name:	Year:	School:
Professional Growth Statement (refer to Form F):		Certified Position:
Measures of Success (What evidence will demonstrate that this goal has changed your practice? What evidence will demonstrate that this goal has improved student learning?)		
Which School and/or District Improvement Goal(s) are addressed by this IGP?		
What Framework for School Social Workers Domain(s)/Component(s) are addressed in this IGP?		
Action Steps/Activities (Specific Teacher or Specialist Professional Activities that are part of your plan)	Resources (Staff, PD of Materials)	Timelines (Timeframe that Action Steps/Activities will be completed)
Feedback/Revision		

*I have reviewed the above Individual Goal Action Plan:*

Specialist's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_

Date: \_\_\_\_\_

*\*If Tenured, mark if this is a Collaborative Plan:* \_\_\_\_\_ Yes \_\_\_\_\_ No *If yes, list colleague:* \_\_\_\_\_

# Bloomington Public School District 87 Professional Appraisal System

## Form H: Professional Development Plan for Specialists

Name: \_\_\_\_\_ Supervisor/Evaluator: \_\_\_\_\_ Date of PDP: \_\_\_\_\_

**PDP Priorities:**

Areas of Improvement:		Rationale for Area(s) of Improvement:		
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion
Domain/Component:	Indicators for Delivery of Service:			
Improvement Strategies:	Tasks to complete:	Supports and Resources:	Target Date	Date of Completion

**PDP Initial Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**PDP Review Section:**

Domain/Component:	Indicators of Progress:
Domain/Component:	Indicators of Progress:

**PDP Review Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**Specialist completion of Professional Development Plan:**

Yes, the PDP was completed       No, the PDP was not completed

**PDP Completion Signatures:**

Evaluator:		Specialist:	
Date:		Date:	

**Bloomington Public School District 87 Professional Appraisal System**  
**Form I: Framework for School Social Workers Rubric Domains 1-4**

Name: \_\_\_\_\_ Building: \_\_\_\_\_  
Date of Observation: \_\_\_\_\_ Evaluator: \_\_\_\_\_

The Bloomington Public School District Framework for Teaching Rubric is contained on the following pages. *A Framework for School Social Workers At-A-Glance* is provided in the Resource Guides section of this document.

Signature: \_\_\_\_\_  
Course: \_\_\_\_\_  
Class/Period: \_\_\_\_\_

**Bloomington Public School District 87 Framework for Specialists - Domain 1 for School Social Workers:  
Planning and Preparation**

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>1a Demonstrating knowledge of regulatory procedures and skill in delivery of social work services within a school setting</b>	Social Worker displays little understanding of the application of social work services within a public school setting. Social Worker displays little understanding/compliance of/with regulatory procedures and therapeutic disciplines on the district, state, and federal level.	Social Worker displays foundational understanding of and compliance with the application of social work regulatory procedures and therapeutic disciplines within a public school setting on the district, state, and federal level.	Social Worker demonstrates solid understanding of and compliance with the application of social work regulatory procedures and services within a public school setting on the district, state, and federal level.	Social Worker's knowledge of district, state, and federal laws and regulatory procedures that guide social work practice is extensive; Social Worker takes a leadership role in reviewing and revising district application of therapeutic disciplines.
<b>1b: Demonstrating knowledge and understanding of child and adolescent development, influence of culture, background, and social-emotional characteristics when assessing needs for interventions</b>	Social Worker demonstrates little or no knowledge of child and adolescent development and does not include the influence of culture, background, and social-emotional characteristics in needs assessments.	Social Worker demonstrates fundamental knowledge of and understanding of child/adolescent development, influence of culture, background, and social-emotional characteristics in needs assessments	Social Worker exhibits solid knowledge and understanding of child and adolescent development, influence of culture, background, and social-emotional characteristics in needs assessments	Social Worker exhibits extensive knowledge and understanding of child and adolescent development, influence of culture, background, and social-emotional characteristics when assessing needs for interventions.
<b>1c: Establishing goals for the social work services</b>	Social Worker has no clear goals and objectives and does not use relevant assessments. Goals are not linked to IL Social Emotional Learning Standards.	Social Worker goals and objectives are partially derived from relevant assessment and somewhat meet the needs for diverse learners. Goals are inconsistently linked to IL Social Emotional Learning Standards.	Social Worker goals and objectives are derived from relevant assessment and meet the needs for diverse learners. Goals are linked to IL Social Emotional Learning Standards.	Social Worker goals for program services are diagnostically derived from relevant assessments and meet the needs of diverse learners. Goals are linked to IL Social Emotional Learning Standards and have been developed in consultation with the service team.

<p><b>1d. Designing social work services based upon district, state, and federal regulations, guidelines, and resources</b></p>	<p>Social Worker fails to design social services that are aligned to appropriate social-emotional learning activities or resources.</p>	<p>Social Worker designs social services based upon basic knowledge of appropriate social-emotional learning activities and limited knowledge of resources.</p>	<p>Social Worker designs services based upon solid knowledge of social-emotional learning activities and resources that are aligned with district, state, and federal regulations and guidelines.</p>	<p>Social Worker designs services based upon extensive knowledge of social-emotional learning activities and resources that are aligned with district, state, and federal regulations and guidelines. Social worker demonstrates advanced abilities to access and implement requisite resources in provision services.</p>
<p><b>1e: Developing a plan to assess and revise the social work services to meet the needs of identified students</b></p>	<p>Social Worker fails to make a plan to assess and revise the social work services to meet the needs of identified students. Data collection is absent or misinterpreted.</p>	<p>Social Worker inconsistently develops a plan to assess and revise the social work services to meet the needs of identified students through data collection for current planning.</p>	<p>Social Worker consistently develops a plan to assess and revise the social work services to meet the needs of identified students through data collection for current and future planning.</p>	<p>Social Worker consistently develops a plan to assess and revise the social work services to meet the needs of identified students through data collection for current and future planning. The plan is cohesive and serves to support the students individually and/or in groups within the broader educational program.</p>

**Domain 1 Planning and Preparation Documentation:**

**Domain 1 Planning and Preparation Strengths:**

**Domain 1 Planning and Preparation Areas of Growth:**

**Bloomington Public School District 87 Framework for Specialists - Domain 2 for School Social Workers: *The Environment***

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>2a Creating an environment of respect and rapport</b>	Social Worker's interactions with students and/or families often demonstrate lack of rapport and respect. There are breaches of confidentiality.	Social Worker's interactions are inconsistent with students and/or families but usually demonstrate rapport and respect and maintain confidentiality.	Social Worker's interactions with students and/or families are consistent and demonstrate rapport and respect and maintain confidentiality.	Social Worker's interactions with students and/or families demonstrate a high degree of respect and rapport. Confidentiality is valued and maintained. Social Worker consistently sets a professional example.
<b>2b Contributing to the culture of positive student behavior</b>	Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are unsuccessful and modifications are not implemented in response to the performance discrepancy. Social Worker does not maintain a therapy schedule.	Social Worker's efforts to establish appropriate interventions that contribute to positive student behavior are partially successful with minimal adjustments in response to student performance discrepancies. Social Worker is inconsistent in maintaining a therapy schedule.	Social Worker establishes and monitors appropriate measurable interventions that contribute to positive student behavior and are consistently effective with a variety of students across educational settings. Social Worker maintains a therapy schedule.	Social Worker works collaboratively with students and school personnel to establish and monitor appropriate, measurable interventions that make lasting contributions to positive student self-managed behavior across settings and activities. Social Worker maintains and shares therapy schedule with other service team members or staff as appropriate.
<b>2c Utilizing and facilitating clear procedures for student referrals</b>	Social Worker has not utilized established procedures for managing a referral within the school setting.	Social Worker utilizes established procedure for referrals, but the implementation lacks the procedural guidelines established within the school setting.	Social Worker consistently utilizes established procedures for referrals. Consultations are communicated with all involved stakeholders. Social Worker follows established guidelines within the school setting.	Social Worker takes a leadership role in all aspects of referral management and communicates with all involved stakeholders, so that needs have been appropriately addressed and participants understand the outcomes.
<b>2d Organizing time effectively</b>	Social Worker exercises poor judgment in setting priorities, not providing therapy based on a set schedule, and not completing paperwork in a timely manner.	Social Worker's time-management skills are moderately well-developed. Social Worker meets deadlines for evaluations and meetings, sees some students for therapy based on a set schedule, and completes most paperwork in a timely manner.	Social Worker exercises good judgment in setting priorities for student therapy, resulting in clear schedules, and meets all deadlines for paperwork completion. The preparations necessary for student meetings are accomplished in an efficient manner.	Social Worker demonstrates excellent time-management skills/flexibility, completing all timelines for evaluating students, preparing effectively for student meetings, providing therapy for students on his/her caseload and establishing a cohesive schedule that is executed in both an efficient and dependable manner.



**Domain 2 Environment Documentation:**

**Domain 2 Environment Strengths:**

**Domain 2 Environment Areas of Growth:**

## Bloomington Public School District 87 Framework for Specialists - Domain 3 for School Social Workers: *Delivery of Services*

Component	Unsatisfactory	Needs Improvement	Proficient	Distinguished
<b>3a: Supporting student social and emotional needs</b>	Social Worker does not support student needs, or demonstrate knowledge and understanding of child/adolescent development, influence of culture, background, and social emotional characteristics.	Social Worker inconsistently supports student needs by demonstrating rudimentary knowledge and understanding of child/adolescent development, influence of culture, background, and social emotional characteristics.	Social Worker supports student needs by demonstrating solid knowledge and understanding of child and adolescent development, the influence of culture, background, and social emotional characteristics.	Social Worker provides extensive, targeted support to students by demonstrating extensive knowledge and understanding of child/adolescent development and the influence of culture, background, and social emotional characteristics.
<b>3b: Assisting students and teachers in the formulation of academic, personal/social, and behavior plans, and engages students in services</b>	Social Worker does not contribute strategies or engage students in acquiring decision-making, problem solving, advocacy, and/or coping skills.	Social Worker contributes a limited range of strategies and intervention techniques and engages students in acquiring decision-making, problem solving, advocacy, and/or coping skills to a limited degree.	Social Worker contributes a broad range of strategies and intervention techniques and engages students in acquiring decision-making, problem solving, advocacy, and/or coping skills.	Social Worker contributes an extensive range of strategies and intervention techniques and fully engages students in acquiring decision-making, problem solving, advocacy, and/or coping skills.
<b>3c: Collecting information and writing reports</b>	Social Worker does not gather information or communicate strategies during the problem-solving team. Paperwork is not thorough or completed in a timely manner.	Social Worker inconsistently gathers information and communicates data. Paperwork is not always thorough or completed in a timely manner.	Social Worker effectively gathers information and communicates data. Paperwork is thoroughly completed in a timely manner.	Social Worker seeks out all relevant information from multiple sources and effectively communicates data. Paperwork is always thorough and completed in a timely manner.
<b>3d: Demonstrating flexibility and responsiveness</b>	Social Worker adheres to service plan in spite of student's lack of interest or progress and does not set appropriate service priorities to enhance student outcomes.	Social worker demonstrates moderate responsiveness to diverse student needs and interests and inconsistently sets appropriate service priorities to facilitate enhanced student outcomes.	Social Worker adjusts service plan to be responsive to diverse student needs and interests. Social worker consistently sets appropriate service priorities and is flexible and persistent in providing support to facilitate enhanced student performance.	Social Worker is proactively responsive to diverse student needs and interests. Social Worker consistently sets diagnostically sound priorities and demonstrates creativity and persistence in providing services.

**Domain 3 Delivery of Services Documentation:**

**Domain 3 Delivery of Services Strengths:**

**Domain 3 Delivery of Services Areas of Growth:**

**Bloomington Public School District 87 Framework for Specialists -.Domain 4 for School Social Workers: *Professional Responsibilities***

<b>Component</b>	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4a: Maintaining effective documentation</b>	Social Worker does not maintain effective documentation.	Social Worker inconsistently maintains effective documentation.	Social Worker consistently maintains effective documentation.	Social Worker collaborates with other staff and service team members to provide extensive documentation of student and family plans.
<b>4b: Communicating and collaborating with families, staff, and administration</b>	Social Worker does not communicate and/or collaborate with families, staff, and administration.	Social Worker inconsistently communicates and/or collaborates with families, staff, and administration.	Social Worker consistently communicates with families, staff, and administrator.	Social Worker individualizes communication with families, staff and administrators.
<b>4c: Participating in a professional community</b>	Social Worker does not participate in a professional community.	Social Worker inconsistently participates in a professional community.	Social Worker consistently participates in a professional community.	Social Worker assumes a leadership role when participating in a professional community.
<b>4d: Engaging in professional development</b>	Social Worker does not participate in professional development.	Social Worker inconsistently engages in professional development.	Social Worker consistently engages in professional development.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering presentations, mentoring, and program development.
<b>4e: Demonstrating professionalism</b>	Social Worker does not demonstrate professionalism.	Social Worker inconsistently demonstrates professionalism.	Social Worker consistently demonstrates professionalism.	Social Worker consistently demonstrates a high level of professionalism.

**Domain 4 Professional Responsibilities Documentation:**

**Domain 4 Professional Responsibilities Strengths:**

**Domain 4 Professional Responsibilities Areas of Growth:**

# Bloomington Public School District 87 Professional Appraisal System

## Form J: Formal Observation for School Social Workers

Specialist: \_\_\_\_\_ Date/Time: \_\_\_\_\_

Evaluator: \_\_\_\_\_ Subject Area: \_\_\_\_\_

<i>Conversation Components</i>		<i>Observable Components</i>	
<i>Domain 1 Planning and Preparation</i>	<i>Domain 4 Professional Responsibilities</i>	<i>Domain 2 The Environment</i>	<i>Domain 3 Delivery of Service</i>
1a - Demonstrating Knowledge of Regulatory Procedures and Skill in Delivery of Social Work Services within a School Setting  1b - Demonstrating Knowledge and Understanding of Child and Adolescent Development, Influence of Culture, Background, and Social-Emotional Characteristics When Assessing Need for Interventions  1c - Establishing Goals for Social Work Services  1d - Designing Social Work Services Based upon District, State, and Federal Regulations, Guidelines, and Resources  1e - Developing a Plan to Assess and Revise Social Work Services to Meet Needs of Identified Students	4a - Maintaining Effective Documentation  4b - Communicating and Collaborating with Families, Staff, and Administration  4c - Participating in a Professional Community  4d - Engaging in Professional Development  4e - Demonstrating Professionalism	2a - Creating an Environment of Respect and Rapport  2b - Contributing to the Culture of Positive Student Behavior  2c - Utilizing and Facilitating Clear Procedures for Student Referrals  2d - Organizing Time Effectively	3a - Supporting Student Social and Emotional Needs  3b - Assisting Teachers and Engaging Students in Formulating Academic, Personal/Social, and Behavior Plans  3c - Collecting Information and Writing Reports  3d - Demonstrating Flexibility and Responsiveness

<b>Time</b>	<b>Actions &amp; Statements/Questions by Specialist &amp; Students</b>	<b>Component</b>