

Lincoln School District 156

AUGUST 17, 2015

3:50-E7

SOCIAL WORKER EVALUATION

Name: _____

School: _____

Grade/Subject: _____

Evaluator: _____

✓ EMPLOYEE STATUS

1st year Non Tenure
 2nd Year Non Tenure
 3rd Year Non Tenure
 4th Year Non Tenure

Tenure Position: Years of Service _____

EVALUATION SEQUENCES

Informal observations will continue throughout the school year. The evaluator will make formal observations of at least the number and length specified in the contract.

Type of Observation	✓ Check One	Date of Pre-Observation Planning Conference	Date of Observation	Length of Visit	Type of Class	Date of post-Observation Reflection Conference
First Formal	<input type="checkbox"/>					
Second Formal	<input type="checkbox"/>					

SUMMATIVE PERFORMANCE RATING (BASED ON 2 FORMAL OBSERVATIONS)		ADMINISTRATION RECOMMENDATION	
✓ Check One		✓ Check One	
Excellent	<input type="checkbox"/>	Evaluated Again Next Year	<input type="checkbox"/>
Proficient	<input type="checkbox"/>	Tenured Award at beginning of Next School Year	<input type="checkbox"/>
Needs Improvement	<input type="checkbox"/>	Rehire <input type="checkbox"/>	
Unsatisfactory	<input type="checkbox"/>	Non-Renewal <input type="checkbox"/>	

SIGNATURES:

Evaluator (Date)

Teacher (Date)

Teacher's Comments Forthcoming _____ Yes _____ No

[Within 15 Days] Date Due: _____

AMENDED: August 17, 2015

3:50-E7

Domain 1 – Planning and Preparation: The District 156 planning and instruction expectation focuses upon content knowledge and pedagogy. A comprehensive understanding of the Illinois State Learning Standards and the District curriculum along with knowledge of the students’ background, instructional strategies, and the assessment process are also key components of this domain.

Domain 2 – The Learning Environment: The District 156 learning expectation focuses upon establishing and maintaining a productive environment responsive to the needs of the learner. A productive and safe learning environment is accepting, encouraging, and motivating to the learner.

Domain 3 – Delivery of Service: The District 156 instructional method focuses upon implementation of the Illinois State Learning Standards and the District curriculum through meaningful instructional experiences. Meaningful instructional experiences may include but not limited to communicate clear expectations, creating opportunities to use knowledge, utilizing multiple assessments, and providing learner feedback.

Domain 4 – Professional Growth/Responsibilities: The District 156 professional growth expectation focuses upon sustained efforts to develop new skills through continuing education. The on-going professional development includes but not limited to sustained efforts such as committing to professional growth related to performance standards and district/school improvement initiatives, participating in professional development experiences, applying new learning, and reflecting on the impact of the new learning. The professional responsibility expectation also includes but not limited to maintaining accurate records, communicating with families, and contributing to the school and district.

FORMAL OBSERVATION

Planning-Feedback-Reflection

Process

One component of the summative evaluation process is the formal observation for employees. Formal observations for employees will occur in accordance with the contract between the *Lincoln Council, Southwest Suburban Federation of Teachers, Local 943 and the Board of Education of School District 156, Cook County, Illinois.*

Templates

Teacher Pre-Observation Planning Form:

The document will be made available to the employee prior to the formal observation. The completed Pre-observation planning form will be submitted to the evaluator for review prior to the formal observation.

Administrative Observation Feedback Reflection Form:

The document will be used by the evaluator to collect data during formal observation. The completed Observation feedback reflection form will be shared with the employee during the post observation conference.

Domain 1 for School SOCIAL WORKER: Planning and Preparation

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1a: Demonstrating knowledge of counseling theory and techniques	Social Worker demonstrates little understanding of counseling theory and techniques.	Social Worker demonstrates basic understanding of counseling theory and techniques.	demonstrates understanding of counseling theory and techniques.	Social Worker demonstrates deep and thorough understanding of counseling theory and techniques.
1b: Demonstrating knowledge of child and adolescent development	Social Worker displays little or no knowledge of child and adolescent development.	Social Worker displays partial knowledge of child and adolescent development.	Social Worker displays accurate understanding of the typical developmental characteristics of the age group, as well as exceptions to the general patterns.	In addition to accurate knowledge of the typical developmental characteristics of the age group and exceptions to the general patterns, Social Worker displays knowledge of the extent to which individual students follow the general patterns.
1c: Establishing goals for the counseling program appropriate to the setting and the students served	Social Worker has no clear goals for the counseling program, or they are inappropriate to either the situation or the age of the students.	Social Worker's goals for the counseling program are rudimentary and are partially suitable to the situation and the age of the students.	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.	Social Worker's goals for the counseling program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.

DOMAIN 1 FOR SCHOOL SOCIAL WORKER: PLANNING AND PREPARATION *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
1d: Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district	Social Worker demonstrates little or no knowledge of governmental regulations and of resources for students available through the school or district.	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Social Worker displays awareness of governmental regulations and of resources for students available through the school or district, and some familiarity with resources external to the school.	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.
1e: Planning the counseling program, integrated with the regular school program	Counseling program consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Social Worker's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Social Worker has developed a plan that includes the important aspects of counseling in the setting.	Social Worker's plan is highly coherent and serves to support not only the students individually and in groups, but also the broader educational program.
1f: Developing a plan to evaluate the counseling program	Social Worker has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Social Worker has a rudimentary plan to evaluate the counseling program.	Social Worker's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Social Worker's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.

Domain 2 for School SOCIAL WORKER: The Environment

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2a: Creating an environment of respect and rapport	Social Worker's interactions with students are negative or inappropriate, and the Social Worker does not promote positive interactions among students.	Social Worker's interactions are a mix of positive and negative; the Social Worker's efforts at encouraging positive interactions among students are partially successful.	Social Worker's interactions with students are positive and respectful, and the Social Worker actively promotes positive student-student interactions.	Students seek out the Social Worker, reflecting a high degree of comfort and trust in the relationship. Social Worker teaches students how to engage in positive interactions.
2b: Establishing a culture for productive communication	Social Worker makes no attempt to establish a culture for productive communication in the school as a whole, either among students or among teachers, or between students and teachers.	Social Worker's attempts to promote a culture throughout the school for productive and respectful communication between and among students and teachers are partially successful.	Social Worker promotes a culture throughout the school for productive and respectful communication between and among students and teachers.	The culture in the school for productive and respectful communication between and among students and teachers, while guided by the Social Worker, is maintained by both teachers and students.
2c: Managing routines and procedures	Social Worker's routines for the counseling center or classroom work are nonexistent or in disarray.	Social Worker has rudimentary and partially successful routines for the counseling center or classroom.	Social Worker's routines for the counseling center or classroom work effectively.	Social Worker's routines for the counseling center or classroom are seamless, and students assist in maintaining them.

DOMAIN 2 FOR SCHOOL SOCIAL WORKER: THE ENVIRONMENT *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
2d: Establishing standards of conduct and contributing to the culture for student behavior throughout the school	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.	Social Worker's efforts to establish standards of conduct for counseling sessions are partially successful. Social Worker attempts, with limited success, to contribute to the level of civility in the school as a whole.	Social Worker has established clear standards of conduct for counseling sessions and makes a significant contribution to the environment of civility in the school.	Social Worker has established clear standards of conduct for counseling sessions, and students contribute to maintaining them. Social Worker takes a leadership role in maintaining the environment of civility in the school.
2e: Organizing physical space	The physical environment is in disarray or is inappropriate to the planned activities.	Social Worker's attempts to create an inviting and well-organized physical environment are partially successful.	Counseling center or classroom arrangements are inviting and conducive to the planned activities.	Counseling center or classroom arrangements are inviting and conducive to the planned activities. Students have contributed ideas to the physical arrangement.

Domain 3 for School SOCIAL WORKER: Delivery of Service

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3a: Assessing student needs	Social Worker does not assess student needs, or the assessments result in inaccurate conclusions.	Social Worker's assessments of student needs are perfunctory.	Social Worker assesses student needs and knows the range of student needs in the school.	Social Worker conducts detailed and individualized assessments of student needs to contribute to program planning.
3b: Assisting students and teachers in the formulation of academic, personal/social, and career plans, based on knowledge of student needs	Social Worker's program is independent of identified student needs.	Social Worker's attempts to help students and teachers formulate academic, personal/social, and career plans are partially successful.	Social Worker helps students and teachers formulate academic, personal/social, and career plans for groups of students.	Social Worker helps individual students and teachers formulate academic, personal/social, and career plans.
3c: Using counseling techniques in individual and classroom programs	Social Worker has few counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social Worker displays a narrow range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social Worker uses a range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.	Social Worker uses an extensive range of counseling techniques to help students acquire skills in decision making and problem solving for both interactions with other students and future planning.

DOMAIN 3 FOR SCHOOL SOCIAL WORKER: DELIVERY OF SERVICE *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
3d: Brokering resources to meet needs	Social Worker does not make connections with other programs in order to meet student needs.	Social Worker's efforts to broker services with other programs in the school are partially successful.	Social Worker brokers with other programs within the school or district to meet student needs.	Social Worker brokers with other programs and agencies both within and beyond the school or district to meet individual student needs.
3e: Demonstrating flexibility and responsiveness	Social Worker adheres to the plan or program, in spite of evidence of its inadequacy.	Social Worker makes modest changes in the counseling program when confronted with evidence of the need for change.	Social Worker makes revisions in the counseling program when they are needed.	Social Worker is continually seeking ways to improve the counseling program and makes changes as needed in response to student, parent, or teacher input.

Domain 4 for School SOCIAL WORKER: Professional Responsibilities

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4a: Reflecting on practice	Social Worker does not reflect on practice, or the reflections are inaccurate or self-serving.	Social Worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	Social Worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Social Worker makes some specific suggestions as to how the counseling program might be improved.	Social Worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. Social Worker draws on an extensive repertoire to suggest alternative strategies.
4b: Maintaining records and submitting them in a timely fashion	Social Worker's reports, records, and documentation are missing, late, or inaccurate, resulting in confusion.	Social Worker's reports, records, and documentation are generally accurate but are occasionally late.	Social Worker's reports, records, and documentation are accurate and are submitted in a timely manner.	Social Worker's approach to record keeping is highly systematic and efficient and serves as a model for colleagues in other schools.
4c: Communicating with families	Social Worker provides no information to families, either about the counseling program as a whole or about individual students.	Social Worker provides limited though accurate information to families about the counseling program as a whole and about individual students.	Social Worker provides thorough and accurate information to families about the counseling program as a whole and about individual students.	Social Worker is proactive in providing information to families about the counseling program and about individual students through a variety of means.

DOMAIN 4 FOR SCHOOL SOCIAL WORKER: PROFESSIONAL RESPONSIBILITIES *(continued)*

COMPONENT	L E V E L O F P E R F O R M A N C E			
	UNSATISFACTORY	NEEDS IMPROVEMENT	PROFICIENT	EXCELLENT
4d: Participating in a professional community	Social Worker's relationships with colleagues are negative or self-serving, and Social Worker avoids being involved in school and district events and projects.	Social Worker's relationships with colleagues are cordial, and Social Worker participates in school and district events and projects when specifically requested.	Social Worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Social Worker makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.
4e: Engaging in professional development	Social Worker does not participate in professional development activities even when such activities are clearly needed for the development of counseling skills.	Social Worker's participation in professional development activities is limited to those that are convenient or are required.	Social Worker seeks out opportunities for professional development based on an individual assessment of need.	Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.
4f: Showing professionalism	Social Worker displays dishonesty in interactions with colleagues, students, and the public; violates principles of confidentiality.	Social Worker is honest in - interactions with colleagues, students, and the public; does not violate confidentiality.	Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public; advocates for students when needed.	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.

Process

The statements reflected in the TEACHER EVALUATION are the result of formal and informal observations, conferences and conversations during the evaluation cycle. They reflect review of planning materials, communications, professional practice and other materials shared with the evaluator.

EVALUATOR SUMMATIVE REFLECTION:

PROFESSIONAL DEVELOPMENT SUMMARY Include Building/District Activity & Workshops outside of the District (including college coursework) Within the past 2 Years	
Workshop, Activity, or Course	Date

The evaluator will place a copy(s) of the formal observation in the employee's personnel file.

**TEACHER PRE-OBSERVATION
PLANNING FORM**

TEACHER:
DATE:
GRADE:
SUBJECT:

OBSERVATION DATE:
TIME OF OBSERVATION:
LOCATION:

<p>OBJECTIVE Of The LESSON ✓ Include ISLS Objective(s) ✓ Relationship To Goal Plan</p>	
<p>DESIRED RESULTS/ OUTCOMES <i>(share vision of what you hope to achieve)</i></p>	
<p>DEVELOPMENTAL STAGE of the LESSON <i>(Introductory, middle or Culminating)</i></p>	
<p>HOW WILL YOU MEASURE SUCCESS of the LESSON</p>	
<p>SPECIAL FACTORS about the lesson/class that you wish to share</p>	

**ADMINISTRATIVE OBSERVATION
FEEDBACK
REFLECTION FORM**

<p>DOMAIN 1 PLANNING</p> <ul style="list-style-type: none">➤ Demonstrating Knowledge of Content and Pedagogy➤ Demonstrating Knowledge of Students➤ Setting Instructional Outcomes➤ Demonstrating Knowledge of Resources➤ Designing Coherent Instruction➤ Designing Student Assessments	
<p>DOMAIN 2 ENVIRONMENT</p> <ul style="list-style-type: none">➤ Creating an Environment of Respect and Rapport➤ Establishing a Culture for Learning➤ Managing Classroom Procedures➤ Managing Student Behavior➤ Organizing Physical Space	
<p>DOMAIN 3 DELIVERY OF SERVICE</p> <ul style="list-style-type: none">➤ Assessing student needs➤ Assisting students and teachers based on needs➤ Using counseling techniques➤ Brokering resources to meet needs➤ Demonstrating Flexibility and Responsiveness	
<p>DOMAIN 4 PROFESSIONALISM</p> <ul style="list-style-type: none">➤ Reflecting on Teaching➤ Maintaining Accurate Records➤ Communicating with Families➤ Participating in the Professional Community➤ Growing and Developing Professionally➤ Showing Professionalism	

