

NAME: \_\_\_\_\_

LEGENDS		Not Met	Developing	Proficient	Exceeds
Indicators	Indicator Description				
1.1	Uses the National Association of Social Workers (NASW) Code of Ethics as a guide for practice.				
1.2	Possesses knowledge and understanding of human behavior in the social environment to guide interventions.				
1.3	Organizes time and work load to fulfill responsibilities and adjust to unexpected service requests/crises.				
2.1	Engages in ongoing learning opportunities to develop and apply knowledge and skills.				
2.2	Possesses knowledge and understanding of the special education process.				
2.3	Possess knowledge and understanding of community resources that support student success in school.				
3.1	Supports school/family/community teamwork to enhance school service decision making for students.				
3.2	Provides student progress feedback to service providers for ongoing decision making.				
3.3	Provides consultation to student school/community service teams on a variety of issues (e.g., attendance, behavior management, mental health and crisis intervention.)				
3.4	Promotes positive communication between students, families, school staff, and community agencies.				
4.1	Advocates for students and families in a variety of situations.				
4.2	Uses available problem solving resources to resolve conflicts.				
5.1	Uses available student and family history to guide direct service activities to individuals, groups and families.				
5.2	Provides individual contact with students to assist with program transitions and school adjustment concerns.				
5.3	Facilitate social skills/support groups in secondary Emotional Growth Center classrooms.				
5.4	Provides family outreach and support to better involve families in school student decision making.				
5.5	Assists families with community referrals such as mental health services, basic living needs and other family resources.				
5.6	Provides support for unique service needs such as monolingual Spanish speaking families and students, fire behaviors, sexualized behaviors, and institutional transition. (based on social workers' expertise)				

Observation	Date	Comments	Social Worker - 2015-16
#1			
#2			
#3			
#4			
#5			
#6			