# Waterloo CUSD #5

## Social Worker Evaluation Guidebook Addendum

Version 1.0

2014

# Framework for Specialists: Overview

Frameworks based upon the Danielson Framework outline the work of Specialists, such as nurses, counselors, librarians, social workers, guidance counselors, and speech language pathologists. These frameworks will be used to evaluate the work of these Specialists throughout the district.

The organization of the Framework for Specialists mirrors that of the Framework for Teaching and is structured around four domains: Domain I: Planning and Preparation, Domain 2: The Environment, Domain 3: Delivery of Services, and Domain 4: Professional Responsibilities. While the components, too, mirror those for teachers, the components in each *Framework for Specialists* are tailored to the specific responsibilities of each group of Specialists.

Waterloo CUSD #5 has identified several categories of Specialists: Library Media Specialist, Guidance Counselor, District Nurse, Social Worker, and Speech Language Pathologist. Distinct rubrics have been developed for each of these Specialist groups.  See the table below for the Social Worker frameworks.

**TABLE 2**:  *The Waterloo Framework for Social Worker* and Component Overview

| Domain 1: Planning and Preparation | Domain 2: The Environment |
|---|---|
| 1a: Establishing goals for social work program appropriate to the setting and the students served.<br>1b: Evaluating social work goals for the students appropriate to the setting and the students.<br>1c: Demonstrating knowledge of resources, both within and beyond the school and district.<br>1d: Planning the social work program, integrated with the regular school program, to meet the needs of individual students. | 2a: Establishing rapport with students.<br>2b: Organizing time effectively.<br>2c: Establishing standards of conduct in the social work setting.<br>2d: Organizing physical space for delivery of social work services to students and providing therapy.<br>2e: Establishing and maintaining clear procedures for referrals.<br>2f: Managing instructional groups. |
| **Domain 4: Professional Responsibilities** | **Domain 3: Delivery of Service** |
| 4a: Collaborating with teachers and administrators.<br>4b: Communicating with families.<br>4c: Participating in a professional community.<br>4d: Engaging in professional development.<br>4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality.<br>4f: Reflecting on practice.<br>4g: Collecting information, writing reports, and maintaining accurate records. | 3a: Responding to referrals and evaluating student needs.<br>3b: Obtaining consent for social work services.<br>3c: Engaging students in learning<br>3d: Using questioning and discussion techniques.<br>3e: Instructional materials and resources.<br>3f:  Structure and pacing.<br>3g: Feedback to students<br>3h: Demonstrating flexibility and responsiveness. |

# The WCUSD #5 Framework for Social Worker: Observation Rubric

**Directions:** Evaluators will use the Observation Rubric when observing the Social Worker and will provide written feedback to the social worker following any observation.

## Domain 1: Planning and Preparation

| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
|---|---|---|---|---|
| **1a: Establishing goals for social work program appropriate to the setting and the students served.** | Social worker has not developed clear goals for their caseload of students; and does not utilize appropriate strategies for the situation and/or age of the students. | Social worker has partially developed goals for their caseload of students that are observable and attainable. | Social worker has developed goals for their caseload of students that are consistently observable and attainable. | Social worker has developed goals for their caseload of students, in collaboration with the parents, students, teachers and administrators that are consistently observable and attainable. |
| **1b: Evaluating social work goals for the students appropriate to the setting and the students.** | Social worker does not have a plan to evaluate the goals for their caseload appropriate to the setting and the students. | Social worker has a basic plan to evaluate the goals for their caseload of students appropriate to the setting and the students. | Social worker has an effective plan to evaluate the goals for their caseload of students appropriate to the setting and the students. | Social worker has a highly effective plan to evaluate the goals for their caseload of students appropriate to the setting and the students. The social worker modifies goals when appropriate to assist students in reaching a higher level of performance. |
| **1c: Demonstrating knowledge of resources, both within and beyond the school and district.** | Social worker does not assist students in gaining access to resources available through the school and district. | Social worker occasionally assists students in gaining access to resources available through the school and district. | Social worker frequently assists students in gaining access to resources available through the school and district. | Social worker consistently assists students in gaining access to resources available through the school, district and larger community. |
| **1d: Planning the social work program, integrated with the regular school program, to meet the needs of individual students.** | Social work services consist of a random collection of unrelated activities, lacking coherence or an overall structure. | Social work services have a guiding principle that includes few activities. | Social work services consistently include related activities. | Social work services consistently include related activities that utilize evidence based materials. |

## Domain 2: The Environment

| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
|---|---|---|---|---|
| **2a: Establishing rapport with students.** | Social worker's interactions with students are negative and/or inappropriate. | Social worker's interactions with students are consistently positive. | Social worker's interactions with students are consistently positive and respectful. | Social worker's interactions with students are consistently positive and respectful; Students seek out the social worker, reflecting a high degree of comfort and trust in the relationship. |
| **2b: Organizing time effectively.** | Social worker exercises poor judgment in setting priorities, resulting in confusion, missed deadlines, and conflicting schedules. | Social worker's time-management skills are moderately well developed with some misappropriated priorities and deadlines met. | Social worker exercises good judgment in setting priorities; all deadlines met and priorities are adjusted to best serve students. | Social worker demonstrates excellent time-management skills, and identifies potential schedule/priority issues and makes adjustments to their schedule. |
| **2c: Establishing standards of conduct in the social work setting.** | No standards of conduct have been established during social work service delivery, and social worker disregards or fails to address negative student behavior. | Standards of conduct appear to have been established during social work service delivery. Social worker attempts to monitor and correct negative student behavior. | Standards of conduct have been established during the social work service delivery. Social worker monitors student behavior against those standards; response to students is appropriate and respectful. | Standards of conduct have been established during the social work service delivery. Social worker monitoring of students is subtle and preventive, and students engage in self-monitoring of behavior. |
| **2d: Organizing physical space for delivery of social work services to students and providing therapy.** | The social worker's service delivery area(s) is disorganized and poorly suited to working with students. Materials are difficult to find when needed. | The social worker's service delivery area(s) is moderately well organized and suited to working with students. Materials are usually available. | The social worker's service delivery area(s) is well organized; materials are available when needed. | The social worker's service delivery area(s) is highly organized and is inviting to students. Materials are available when needed. |

| 2e: Establishing and maintaining clear procedures for referral. | No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it. | Specialist has established procedures for referrals, but the details are not always clear. | Procedures for referrals and for meetings and with all stakeholders are clear to everyone. | Procedures for all aspects of referral are clear to everyone and have been communicated to staff. |
|---|---|---|---|---|
| 2f: Managing instructional groups. | Most students not working with the teacher are not productively engaged in learning. | Only some students/groups are productively engaged in learning while not directly instructed by the teacher. | Small-group and individualized work is well organized and most students are productively engaged in learning while not directly instructed by the teacher. | Small-group and individualized work is well organized and students are productively engaged at all times with students assuming at least some responsibility for productivity. |

## Domain 3: Delivery of Service

| | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
|---|---|---|---|---|
| **3a: Responding to referrals and evaluating student needs.** | Social worker fails to respond to initial or continuing referrals. | Social worker responds to initial and continuing referrals with prompting teachers, parents, students, or administrators. | Social worker responds to initial and continuing referrals independent of prompting from teachers, parents, students, or administrators. | Social worker is proactive in responding to initial referrals and continuing referrals by actively participating in the referral process. (e.g., PST, initiating referrals, parent contacts, teacher consultation, etc.) |
| **3b: Obtaining consent for social work services.** | Social worker fails to communicate with families to secure consent for services. | Social worker's communication with families is partially successful to obtain consent for evaluations, but not always within allotted time frames. | Social worker communicates with families and obtains consents for services within allotted time frames. | Social worker communicates with families to obtain consent within allotted time frames utilizing a variety of methods in addition to phone calls. (e.g., home visits, letters, appointments before/after school, etc.) |
| **3c: Engaging students in learning.** | Social worker does not provide individualized strategies for instruction, and fails to deliver effective instruction that enables students to progress toward social work goals. | Social worker seldom provides individualized strategies for instruction and sometimes delivers effective instruction that enables students to progress toward social work goals. | Social worker provides individualized strategies for instruction and delivers effective instruction that enables students to progress toward social work goals. | Social worker consistently provides individualized strategies for all students during instruction and delivers effective instruction that enables students to progress toward social work goals. |
| **3d: Using questioning and discussion techniques.** | The Social worker does not attempt to engage all students in the discussion and in class activities. | The Social worker attempts to engage all students in the discussion and in class activities but with only limited success. | The Social worker engages all students in the discussion and in class activities. | The Social worker ensures that all students participate in the discussion and in class activities to the maximum extent. |
| **3e:  Instructional materials and resources.** | Instructional materials and resources are unsuitable to the instructional purpose(s) or do not engage students. | Instructional materials and resources are only partially suitable to the instructional purpose(s), or students are only partially engaged with them. | Instructional materials and resources are suitable to the instructional purpose(s) and engage students. | Instructional materials and resources are suitable to the instructional purpose(s) and engage students.  The Social worker adapts the materials to enhance learning and |

| | | | | understanding. |
|---|---|---|---|---|
| **3f: Structure and pacing.** | The session has no clearly defined structure, or the pace of the session is too slow or rushed, or both. | The session has a recognizable structure, although it is not uniformly maintained throughout the session.  Pacing of the session is inconsistent. | The session has a clearly defined structure around which the activities are organized.  Pacing of the session is generally appropriate . | The session structure is highly coherent, allowing for reflection and closure.  Pacing of the session is appropriate for all students. |
| **3g:  Feedback to students.** | Social worker's feedback to students is inconsistent, of poor quality, and/or not delivered in a timely manner. | Social worker's feedback to students is inconsistent and/or not delivered in a timely manner. | Social worker's feedback to students is timely and of consistently high quality. | Social worker's feedback to students is timely and of consistently high quality utilizing acceptance, praise, and humor as motivational techniques to promote student achievement. |
| **3h: Demonstrating flexibility and responsiveness.** | Social worker does not make necessary adjustments to instructional methods, curricular materials, and/or the environment to meet learners' needs that are appropriate to the learners' ages and skill levels. | Social worker attempts to adjust instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels with only partially successful results. | Social worker makes minor adjustments to instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels. | Social worker successfully makes major adjustments to instructional methods, curricular materials, and the environment to meet learners' needs that are appropriate to the learners' ages and skill levels. |

## Domain 4: Professional Responsibilities

|  | UNSATISFACTORY | NEEDS IMPROVEMENT | PROFICIENT | EXCELLENT |
|---|---|---|---|---|
| **4a: Collaborating with teachers and administrators.** | Social worker does not collaborate with teachers and administrators. | Social worker is available for collaboration with teachers and administrators. | Social worker initiates contact with teachers and administrators to collaborate regarding individual cases. | Social worker initiates contact with teachers and administrators to collaborate regarding individual cases; social worker demonstrates proficiency in facilitating. |
| **4b: Communicating with families.** | Social worker fails to communicate student progress with families. | Social worker's communication with families about student's progress is partially successful. | Social worker regularly communicates student's progress with families in a highly sensitive manner. | Families are notified about student's progress in a variety of methods (i.e. phone calls, meetings, etc.) All interactions are handled in a highly sensitive manner. |
| **4c: Participating in a professional community.** | Social worker's relationships with colleagues are negative or self-serving, and social worker does not participate in school and district events or projects. | Social worker's relationships with colleagues are cordial, and specialist participates in school and district events and projects when specifically asked to do so. | Social worker participates actively in school and district events and projects and maintains positive and productive relationships with colleagues. | Social worker makes substantial contribution to school and district events and projects and assumes a leadership role with colleagues. |
| **4d: Engaging in professional development.** | Social worker does not participate in professional development activities, even when such activities are clearly needed for the development of skills. | Social worker's participation in professional development activities is limited to those that are convenient or are required. | Specialist 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 sharing information and ideas at social work meetings. |
| **4e: Showing professionalism including integrity, advocacy, and maintaining confidentiality.** | Social Worker displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Social Worker is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate norms of confidentiality. | Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and 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. |

| | | | | |
|---|---|---|---|---|
| **4f: 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. Specialist makes some specific suggestions as to how the therapy 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. Specialist draws on an extensive repertoire to suggest alternative strategies. |
| **4g: Collecting information; writing reports, and maintaining accurate records.** | Social worker does not complete required paperwork per their job duties or maintain accurate records. | Social worker completes paperwork and maintains accurate records required for their job duties with prompting from administration. | Social worker completes paperwork required for their job duties independent of prompting. | Social worker consistently completes paperwork required for their job duties independent of prompting and collaborates with individuals necessary in coordinating services for students. |

| Summative Rating Form- (Evaluator) | Unsatisfactory | Needs Improvement | Proficient | Excellent |
|---|:---:|:---:|:---:|:---:|
| Name of Social Worker: _____ | | | | |
| Name of Evaluator: _____ | | | | |
| Date of Evaluation: _____/_____/_____ | | | | |
| **DOMAIN 1:  Planning and Preparation** | | | | |
| 1a: Establishing goals for the social work program appropriate to the setting and the students served. | ☐ | ☐ | ☐ | ☐ |
| 1b: Evaluating social work goals for the students appropriate to the setting and the students. | ☐ | ☐ | ☐ | ☐ |
| 1c: Demonstrating knowledge of resources, both within and beyond the school and district. | ☐ | ☐ | ☐ | ☐ |
| 1d: Planning the social work program, integrated with the regular school program. | ☐ | ☐ | ☐ | ☐ |
| *Overall rating for DOMAIN 1* | ☐ | ☐ | ☐ | ☐ |
| **DOMAIN 2:  The Environment** | | | | |
| 2a: Establishing rapport with students. | ☐ | ☐ | ☐ | ☐ |
| 2b: Organizing time effectively. | ☐ | ☐ | ☐ | ☐ |
| 2c: Establishing standards of conduct in the social work setting. | ☐ | ☐ | ☐ | ☐ |
| 2d: Organizing physical space for delivery of social work services to students and providing therapy. | ☐ | ☐ | ☐ | ☐ |
| 2e: Establishing and maintaining clear procedures for referrals. | ☐ | ☐ | ☐ | ☐ |
| 2f: Managing instructional groups. | ☐ | ☐ | ☐ | ☐ |
| *Overall rating for DOMAIN 2* | ☐ | ☐ | ☐ | ☐ |
| **DOMAIN 3: Delivery of Service** | | | | |
| 3a: Responding to referrals and evaluating student needs. | ☐ | ☐ | ☐ | ☐ |
| 3b: Obtaining consent for social work services. | ☐ | ☐ | ☐ | ☐ |
| 3c: Engaging students in learning. | ☐ | ☐ | ☐ | ☐ |
| 3d: Using questions and discussion techniques. | ☐ | ☐ | ☐ | ☐ |
| 3e: Instructional materials and resources. | ☐ | ☐ | ☐ | ☐ |
| 3f: Structure and pacing. | ☐ | ☐ | ☐ | ☐ |
| 3g: Feedback to students. | ☐ | ☐ | ☐ | ☐ |
| 3h: Demonstrating flexibility and responsiveness. | ☐ | ☐ | ☐ | ☐ |
| *Overall rating for DOMAIN 3* | ☐ | ☐ | ☐ | ☐ |
| **DOMAIN 4:  Professional Responsibilities** | | | | |
| 4a: Collaborating with teachers and administrators. | ☐ | ☐ | ☐ | ☐ |
| 4b: Communicating with families. | ☐ | ☐ | ☐ | ☐ |
| 4c: Participating in a professional community. | ☐ | ☐ | ☐ | ☐ |
| 4d: Engaging in professional development. | ☐ | ☐ | ☐ | ☐ |
| 4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality. | ☐ | ☐ | ☐ | ☐ |
| 4f: Reflecting on practice. | ☐ | ☐ | ☐ | ☐ |
| 4g: Collecting information, writing reports, and maintaining accurate records. | ☐ | ☐ | ☐ | ☐ |
| *Overall rating for DOMAIN 4* | ☐ | ☐ | ☐ | ☐ |

**Social Worker Signature: _____ Evaluator Signature: _____**

Note*: The signature of the evaluator and teacher verifies that the report has been reviewed and that the proper process has been followed*

**SUMMATIVE RATING:      ☐Excellent          ☐ Proficient          ☐ Needs Improvement          ☐ Unsatisfactory**

# Formal Pre-Observation Forms (Evaluator)

## Pre-Observation Form

It is required that the social worker  completes the 2-page Formal Observation Pre-Work form with Guiding Questions 1-11 and arrives prepared to discuss these questions at the pre-observation conference.  Refer to the *WCUSD #5 Framework for Social Worker* Observation Rubric in preparation for the conference. The evaluator uses this form to guide the Pre-Observation Conference in preparation for the Observation.

| | |
|---|---|
| **Name of Social Worker:** | |
| **School:** | |
| **Grade Level/Subject(s):** | |
| **Name of Observer:** | |
| **Date of Pre-Observation Conference:** | |
| **Date of Scheduled Classroom Observation:** | |
| **Common Core State Standard** (if applicable)**:** | |

**Interview Protocol for a Pre-Observation Conference**

Guiding questions:

1. What do you want the observer to know/see/observe?
2. What is the intended purpose or outcome of this activity/meeting?
3. How do you communicate with the parents, students, and staff?
4. Identify the general characteristics of the small group and indicate if there any students you would especially like me to observe as the observation progresses?
5. How will you collaborate with teachers, administrators, colleagues and parents?
6.  How will you know if your clinical session was successful?
7. How are you going to ensure the individual needs of the students addressed during the small group/meeting?
8. What system do you use to evaluate the student's social work goals?
9. How do you manage your time and set priorities?
10. What types of professional development activities do you participate in?
11. Is there anything that you would like me to specifically observe during the observation?

| | |
|---|---|
| **Component Focus:** | **Domain 2:**_____ **Domain 3:**_____ |

# Formal Observation Pre-Work (Social Worker)

The **social worker** should complete this form and submit a copy of the lesson plan to evaluator **2 working days** prior to formal observation.

| | |
|---|---|
| Social Worker: | |
| School: | |
| Grade Level/Subject: | |
| Name of Evaluator: | |
| Date of Scheduled Classroom Observation: | |
| Common Core State Standard (if applicable): | |

| Conversation Components ("Off Stage") | | Observable Components ("On Stage") | |
|---|---|---|---|
| **Domain 1** *Planning and Preparation* | **Domain 4** *Professional Responsibilities* | **Domain 2** *Classroom Environment* | **Domain 3** *Instruction* |
| 1a: Establishing goals for social work program appropriate to the setting and the students served. <br><br>1b: Evaluating social work goals for the students appropriate to the setting and the students. <br><br>1c: Demonstrating knowledge of resources, both within and beyond the school and district. <br><br>1d: Planning the social work program, integrated with the regular school program, to meet the needs of individual students. | 4a: Collaborating with teachers and administrators. <br>4b: Communicating with families <br>4c: Participating in a professional community. <br>4d: Engaging in professional development. <br>4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality. <br>4f: Reflecting on practice. <br>4g: Collecting information, writing reports, and maintaining accurate records. | 2a: Establishing rapport with students. <br>2b: Organizing time effectively. <br>2c: Establishing standards of conduct in the social work setting. <br>2d: Organizing physical space for delivery of social work services to students and providing therapy. <br>2e: Establishing and maintaining clear procedures for referrals. <br>2f: Managing instructional groups. | 3a: Responding to referrals and evaluating student needs. <br>3b: Obtaining consent for social work services. <br>3c: Engaging Students in learning. <br>3d: Using questioning and discussion techniques. <br>3e: Instructional materials and resources. <br>3f: Structure and pacing. <br>3g: Feedback to students <br>3h: Demonstrating flexibility and responsiveness. |

## Guiding Questions for Pre-Observation Conference

**Provide written responses below. The evaluator may use these questions and your responses to structure the Pre–Observation Conference.**

1. What do you want the observer to know/see/observe?

2. What is the intended purpose or outcome of this activity/meeting?

3. How do you communicate with the parents, students, and staff in relation to the services you are providing?

4. Identify the general characteristics of the small group and indicate if there any students you would especially like me to observe as the observation progresses.

5. How will you collaborate with teachers, administrators, colleagues and parents?

6. How will you know if your clinical session was successful?

7. How are you going to ensure the individual needs of the students addressed during the small group/meeting?

8. What system do you use to evaluate the student's goals?

9. How do you manage your time and set priorities?

10. What types of professional development activities do you participate in?

11. Is there anything that you would like me to specifically observe during the observation?

| Component Focus: | Domain 2:_____     Domain 3:_____ |
|---|---|
| | |

## Formal Post-Observation Form – Pre-Work (Social Worker)

The **Social Worker** should complete and submit this Post-Observation Form within **three days of the formal observation**, in preparation for the formal post-observation conference.  The questions below and social worker's responses will be used to guide the post-observation conference.  The evaluator will share the Observation Rubric with any evidence collected.

| | |
|---|---|
| **Social Worker:** | |
| **School:** | |
| **Grade Level/Subject(s):** | |
| **Name of Observer:** | |
| **Date of Post-Observation Conference:** | |
| **Date of Classroom Observation:** | |

| *Conversation Components ("Off Stage")* | | *Observable Components  ("On Stage")* | |
|---|---|---|---|
| *Domain 1* <br> *Planning and Preparation* | *Domain 4* <br> *Professional Responsibilities* | *Domain 2* <br> *Classroom Environment* | *Domain 3* <br> *Instruction* |
| 1a: Establishing goals for social work program appropriate to the setting and the students served. <br><br> 1b: Evaluating social work goals for the students appropriate to the setting and the students. <br><br> 1c: Demonstrating knowledge of resources, both within and beyond the school and district. <br><br> 1d: Planning the social work program, integrated with the regular school program, to meet the needs of individual students. | 4a: Collaborating with teachers and administrators. <br><br> 4b: Communicating with families. <br><br> 4c: Participating in a professional community. <br><br> 4d: Engaging in professional development. <br><br> 4e: Showing professionalism, including integrity, advocacy, and maintaining confidentiality. <br><br> 4f: Reflecting on practice. <br><br> 4g: Collecting information, writing reports, and maintaining accurate records. | 2a: Establishing rapport with students. <br><br> 2b: Organizing time effectively. <br><br> 2c: Establishing standards of conduct in the social work setting. <br><br> 2d: Organizing physical space for delivery of social work services to students and providing therapy. <br><br> 2e: Establishing and maintaining clear procedures for referrals <br><br> 2f: Managing instructional groups. | 3a: Responding to referrals and evaluating student needs. <br><br> 3b: Obtaining consent for social work services. <br><br> 3c: Engaging Students in learning <br><br> 3d: Using questioning and discussion techniques. <br><br> 3e: Instructional materials and resources. <br><br> 3f:  Structure and pacing. <br><br> 3g:  Feedback to students. <br><br> 3h:  Demonstrating flexibility and responsiveness. |

| **Guiding Questions for Post-Observation Conference** |
|---|
| **Social worker should provide brief written responses (at least 2-3 sentences) to each question in the spaces below.** |
| **1.  How successful was your planning and preparation?** |
| |

2. Did you depart from your original activity plan?  If so, in what way and why did you feel the need to depart from the original plan?

3. How did communication with others play a part in this activity?

4. Do you feel your communication was successful?  Why or why not?

5. Are there any circumstances or factors in the environment which you feel impacted the effectiveness of this activity?  If so, how might these issues be resolved in the future?

6. To what extent were participants productively engaged?  How do you know?

7. Overall, how effective was your delivery of service?

**8. Comment on different aspects of your service delivery. To what extent were they effective?**

**9. Did the participants receive the service you expected them to? Were your service goals met? How do you know?**

**10. If you had a chance to conduct this activity again, what would you do differently? If so, what would you differently and why?**

☐ **If the social worker is at risk of receiving a summative rating of "Unsatisfactory" or "Needs Improvement" check this box.**

**With the social worker, revisit his/her professional growth plan in order to provide sufficient support.**

Evaluator Signature: _____ Date: _____

Specialist Signature: _____ Date: _____