

**Ravena-Coeymans-Selkirk Central Schools**  
**Annual Performance Review for Social Workers**

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

Position: \_\_\_\_\_ Building: \_\_\_\_\_

Administrator: \_\_\_\_\_

APR for school year: \_\_\_\_\_ - \_\_\_\_\_

Probationary only	
<b>Certification</b> (specify area)	
<input type="checkbox"/>	transitional or initial
<input type="checkbox"/>	provisional
<input type="checkbox"/>	professional
<input type="checkbox"/>	permanent
Date Hired	Anticipated Tenure Date
<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>

**ASSIGNMENT (INCLUDE GRADE-LEVEL AND/OR SUBJECT)**

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**SPECIAL ASSIGNMENT(S) AND/OR RESPONSIBILITIES**

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Tenured			
List the <b>date, time, and subject</b> for which this staff member has been observed.			
Pre	Observation	Post	Subject
1.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>
Probationary			
Pre	Observation	Post	Subject
2.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>
3.	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>	<input style="width: 150px; height: 20px;" type="text"/>

**Evaluator, do you recommend that this staff member continue in the RCS School District?**

Yes

Provisionally, based on completion of the proposed activities and improvement in the areas documented below

No

## PURPOSE OF ANNUAL PERFORMANCE REVIEW

The purpose of this annual performance review is to help improve performance or potential for performance by assessing strengths and identifying areas for improvement and growth.

### GENERAL DIRECTIONS

This review, when completed, is to be discussed at a conference with the staff member and evaluator. A copy of the proposed review should be provided no later than two school days prior to the conference. Further, a maximum of five school days should be given to the staff member, following the conference, to respond in writing if so desired.

A personal copy of this review, in its completed state, is to be provided to the staff member when it becomes part of the staff member's personnel file. All correspondence related to this review should be included with the original document when it is filed.

## **Annual Performance Review for Social Workers**

### **Social Worker Criteria and Effectiveness**

The following checklist will be completed based on information yielded through observation(s) and Pre and Post Conference discussion between the administrator and the education professional. If the observation is of a professional meeting (eg. IST, CSE), no lesson plan is necessary.

For each of the areas described below, the evaluator is to place a check mark in the appropriate space that best describes the staff member's performance.

<b>Key: 4 = Highly Effective; 3 = Effective; 2 = Developing; 1 = Ineffective</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Comments and evidence are mandatory for a rating of 1 and 2, optional for a 3 and 4.</b>
<b>1.</b> Facilitates home-school connections, works effectively with parents/guardians to make home visits, encourages parental involvement and counsels families on topics such as problem-solving skills, families in crisis, and helps with other issues that interfere with learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>2.</b> Facilitates student growth and development; provides individual and group counseling to students; assists students to successfully develop internal control in order to accept responsibility of their actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>3.</b> Collaborates with teachers and support staff to meet student needs and develop possible interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>4.</b> Provides knowledge and information on, and acts as a liaison with, outside agencies, successfully coordinates services between the school, families, and outside agencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<b>5.</b> Participates as a member of CPSE, CSE, and assists the Committee on Special Education in the referral process completing comprehensive social history, completing social work assessments, and supplying education and support to parents regarding the CPSE/CSE process and their due process rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Improve student's attendance, contacts students and parents regarding the rectifying of attendance problems, responds to and assists teachers, guidance, and administrators with referrals on absenteeism, completes letters and personal contact with parents, initiates PINS referrals and/or CPS referrals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Maintains contact with outside agencies such as CPS, social service organizations, and alternative student placements.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Key**

- 4 Highly Effective** means well advanced in the profession showing through evidence of improved professional practice; utilizes ongoing professional development and reflection.
- 3 Effective** means more advanced in a profession; it implies a competence derived from training and practice.
- 2 Developing** means having requisite or adequate ability or qualities of knowledge or skill.
- 1 Ineffective** means lacking in necessary knowledge and/or required demonstration of skill.

Overall Score (check one):       4                                       3                                       2                                       1

HEDI Rating (check one):  Highly Effective       Effective       Developing       Ineffective

Comments by evaluator:

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Comments by staff member:

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Probationary Only

**Identified area(s) in need of improvement:**

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Probationary Only

Suggestions for improvement:

Date	Proposed Activity	Documentation of Progress/Improvement

\_\_\_\_\_  
**Administrator Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Staff Member Signature\***

\_\_\_\_\_  
**Date**

\* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content

### Form B: Evidence Binder – Social Worker

One to three examples of evidence per element may be provided in the evidence binder.

Staff Member:

Date:

Evaluator:

Element	Evaluator Evidence/Notes	HEDI Scoring				STAFF MEMBER Comments/Responses
		Highly Effective	Effective	Developing	Ineffective	
		4	3	2	1	
1. Staff member demonstrates knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Staff member utilizes professional resources to maintain current, research-based knowledge of child/adolescent developmental theories and processes.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Staff member demonstrates knowledge of and are responsive to diverse student needs, interventions, and experiences.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Staff member acquires knowledge of individual students, families, guardians, and/or caregivers to facilitate effective student services.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Staff member demonstrates knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ specific needs.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

6. Staff member demonstrates knowledge and understanding of the role of technology in their discipline.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Staff member reflects on their practice to improve effectiveness and guide professional growth. Staff member sets goals.		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

**Key**

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- 2 Developing** means having requisite or adequate ability or qualities of knowledge or skill.
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Overall Score (check one):       4                       3                       2                       1

HEDI Rating (check one):    Highly Effective       Effective               Developing               Ineffective

Additional comments by evaluator (if needed):

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Additional comments by staff member (if needed):

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**End of Year Self Reflection – Social Worker**  
Each response should not exceed 250 words.

**What counseling strategies did I find helpful? What strategies need improvement?**

**How were you able to support instruction in the classroom?**

**What resources, strategies/skills, or support are necessary for me to continue to make professional growth?**

Staff member, in this space, please identify your professional development goal for the coming year (probationary goals should be developed in collaboration with the evaluator).

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**Administrator Signature**

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**Date**

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**Staff Member Signature\***

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**Date**

\* The signature of the staff member indicates that he/she has read this review and has knowledge of, but not necessarily agreement with, its content