

**Semester Grade Report
SocW572, Field Instruction III
School Social Work
MSW Concentration, 1st semester of Field Instruction**

Part 1a **Agency Field Instructor**

As the agency field instructor, I recommend a grade of

- SATISFACTORY** **UNSATISFACTORY**

The above mentioned student completed _____ clock hours in placement this semester.

Agency Field Instructor Signature/Date

Part 1b **Student Signature**

- I have read my evaluation and am in agreement with it.
 I have read my evaluation and am attaching my written response.

Student Signature/Date

Part 2 **Identifying Information**

Student Name (print clearly): _____

Semester and year _____

Field Agency _____

Agency Field instructor: _____

JACSW Faculty Field Liaison _____

Part 3 **Faculty Liaison Review**

(To be completed by faculty liaison after all other sections are completed by student and agency field instructor).

As JACSW Faculty Liaison, I recommend a course grade for this student of:

- SATISFACTORY** **UNSATISFACTORY**

JACSW Faculty Field Liaison Signature/Date

Part 4. Summary of Field Instruction Activities

Indicate the number of these activities for which the student was responsible during the placement.

- _____ social developmental studies completed
- _____ individuals carried
- _____ groups carried
- _____ families carried
- _____ team meetings/IEP meetings attended
- _____ consumers who received only information
- _____ clients referred for additional services
- _____ total number of sessions conducted with clients

Clients served:

- African Americans _____
- Caucasians _____
- Hispanics/Latino American _____
- Native Americans _____
- Asians/Asian American _____
- Other _____

_____ % student's time working with low income clients

Student Name _____

Learning Contract Evaluation 20 ____ - 20 ____

Standard 1 - Content 1: The competent school social worker understands the theories and skills needed to provide individual, group, and family counseling; crisis intervention, case management, advocacy; consultation, in-service and parent education; prevention programs; conflict resolution services; and community organization and development. The school social worker utilizes these theories and skills to enhance the learning environment of the local educational agency (LEA).

Objectives:	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
1. The competent school social worker:					
a. Develops skills in advocacy on behalf of individuals, families, and school systems (1C,2C, 6A)	<ul style="list-style-type: none"> ▪ assists students and families to gain needed services to improve functioning in school environment 				
b. Develops skills in case management (1C,2C)	<ul style="list-style-type: none"> ▪ coordinates multiple services for students with complex needs 				
c. Develops skills in consultation. Encourages relationships among colleagues to promote a positive learning environment (1C, 2C, 2K, 5L)	<ul style="list-style-type: none"> ▪ consults and collaborates with school staff, parents and community agencies about students needs 				
d. Develops skills in classroom groups (1C)	<ul style="list-style-type: none"> ▪ initiates groups in classrooms 				
e. Develops skills in community organization (1C, 2C)	<ul style="list-style-type: none"> ▪ initiates needs assessment in school 				
	<ul style="list-style-type: none"> ▪ completes organizational analysis 				
f. Uses empathy in interpersonal relationships (1L)	<ul style="list-style-type: none"> ▪ understands feelings of others 				
g. Uses diverse interview techniques and written communication with all persons within the student system (1M)	<ul style="list-style-type: none"> ▪ asks questions that are age and developmentally appropriate 				
	<ul style="list-style-type: none"> ▪ asks questions that are respectful and culturally sensitive 				

Field forms/assignments and Field Manual are available on our website:

www.socialwork.uic.edu

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
1. The competent school social worker:					
h. Gathers and interprets appropriate information to document and assess environmental, emotional, cultural, socioeconomic, educational, biological, medical, psychosocial, and legal factors that affect children's learning. Understands strength-based assessments and practices that support growth and development. Documents assessment and evaluation results. Interprets information about students' families, cultures, and communities in assessments (1N, 4A, 4Q, 8L)	▪ completes at least 12 SDS (new and re-evals)				
	▪ completes a 504 plan				
	▪ completes a functional behavior assessment				
	▪ completes a formal adaptive behavior measure				
	▪ completes classroom observation				
i. Makes accurate mental health diagnoses based on the Diagnostic and Statistical Manual of Mental Disorders IV-TR 2000 (1O, 2M)	▪ reviews student discharge summaries after psychiatric hospitalization				
	▪ provides DSM IV TR diagnoses when appropriate				
j. Selects and applies the most appropriate methods of intervention to enhance student's education experience. Provides crisis intervention and conflict resolution to the school community (1P, 2I, 2J, 7N)	▪ chooses appropriate modality, including individual, family or group interventions				
	▪ intervenes appropriately during times of crisis				
	▪ develops conflict resolution program				
k. Demonstrates effective leadership of and participation in interdisciplinary teams (1Q, 2M)	▪ actively participates in pre-referral intervention meetings				
	▪ actively participates in IEP/IFSP team meetings				
	▪ actively participates in student disciplinary meetings				

Standard 2. Service Delivery: The competent school social worker utilizes a variety of intervention strategies that support and enhance the student’s educational and emotional development.

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
2. The competent school social worker:					
a. Understands how to integrate content knowledge for service delivery (2F)	<ul style="list-style-type: none"> ▪ utilizes process recordings to demonstrate integration of content knowledge for service delivery (applies theory to practice) 				
b. Develops and implements prevention and intervention plans that enable children to benefit from their educational experiences (2H)	<ul style="list-style-type: none"> ▪ assists in conducting prevention and intervention groups or programs Specify program_____ 				
c. Develops and provides training and educational programs in the school and community (2L)	<ul style="list-style-type: none"> ▪ assists in the provision of staff development and/or parent education programs 				
d. Conducts diagnostic assessments and participates in eligibility, student educational plannings, and parent conferences (2M)	<ul style="list-style-type: none"> ▪ presents results of assessments at IEP/IFSP team meetings, annual reviews and triennial reevaluations. 				
e. Initiates referrals and linkages to community agencies and maintains follow-up services on behalf of identified students (2N, 6G)	<ul style="list-style-type: none"> ▪ contacts relevant agencies and makes referrals 				
	<ul style="list-style-type: none"> ▪ provides case management for students 				
f. Mobilizes the resources of the school and community to meet the needs of children and their families (2O)	<ul style="list-style-type: none"> ▪ accesses school and community services on behalf of students 				
g. Assists mandated child abuse/neglect reporters in relaying and documenting information to the State’s child welfare agency. Initiates reports of suspected child abuse and neglect to the state child welfare agency; consults with teachers to help them recognize and report signs and symptoms of child abuse /neglect (2P, 5Q)	<ul style="list-style-type: none"> ▪ helps school staff recognize and report child abuse/neglect when appropriate 				
	<ul style="list-style-type: none"> ▪ makes and documents mandated child abuse/neglect reports when appropriate 				

Standard 3. Planning: The competent school social worker designs services based upon knowledge of the educational setting as well as about the students, families, and community.

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
3. The competent school social worker:					
a. Assists in establishing expectations for student learning consistent with student's strengths and educational system's goals (3F)	<ul style="list-style-type: none"> ▪ helps to measure student's present levels of academic achievement and functioning ▪ helps write positive, measurable goals for student IEP's or IFSP's ▪ helps write sequential objectives/benchmarks for tracking student progress 				
b. Conducts needs assessment to plan for service delivery. Works as change agent to create identified services (3G, 7O)	<ul style="list-style-type: none"> ▪ conducts needs to identify unmet needs ▪ presents results to leadership in order to initiate change 				
c. Assists students in creating long- and short-term plans to meet expectations for learning (3H)	<ul style="list-style-type: none"> ▪ helps students and families develop and understand IFSP/IEP goals and benchmarks ▪ learns to develop formal and informal transition plans 				
d. Creates and adapts learning opportunities and materials to provide effective interventions (3I)	<ul style="list-style-type: none"> ▪ develops a list of intervention curricula, games, and books ▪ creates and adapts materials to suit student needs 				
e. Plans interventions that integrate student's life experiences and future career goals (3J)	<ul style="list-style-type: none"> ▪ collaboratively helps students develop transition plans and receive transitional services (ages 16+) 				
f. Maintains relevant data to assist in planning, management, and evaluation of school social work (3K)	<ul style="list-style-type: none"> ▪ regularly collects and stores data about social work process and outcomes 				

g. Collects, analyzes, and interprets data to evaluate and modify interventions when necessary (3L)	▪ collects baseline data on students' present levels of functioning				
	▪ measures change in behavior to determine if goals are achieved				
	▪ evaluates progress of students based on measurable goals				
h. Supports approaches to learning that address individual student needs (3M)	▪ assists teachers in identification of student strengths				
	▪ assists teachers in identification of classroom conditions that place student at risk				
	▪ assists teachers in identification of remedial or compensatory strategies				

Standard 4. Assessment & Evaluation: The competent school social worker understands various formal and informal assessment and evaluation strategies and uses them to support the development of all students.

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
4. The competent school social worker: a. Appropriately uses a variety of non-discriminatory formal and informal tools and techniques, including observation, interviews, and standardized instruments to evaluate the understanding, progress and performance of students in the school environment (4L)	▪ uses direct observation of students				
	▪ uses multiple informants to gather data on student's functioning				
	▪ uses norm-referenced instruments to determine student's strengths and weaknesses				
b. Uses assessment results to identify student learning needs and to assist in aligning and modifying instruction and designing intervention strategies (4M)	▪ distinguishes between disorders of intelligence, attention, processing, and expression				
c. Uses assessment and evaluation results to make appropriate interventions, including recommendations for eligibility and placement (4N)	▪ knows and follows the criteria for categories covered by both IDEA and section 504				

d. Involves students in self-assessment activities to help them become aware of their strengths and needs and to establish goals (4O)	▪ helps students identify goals for ongoing work				
	▪ helps students identify strengths and weaknesses				
e. Presents assessment results in an easily understood manner (4P)	▪ writes clear well-organized reports				
	▪ speaks to parents and students without using jargon or acronyms				
	▪ provides assistance to parents and students with limited English proficiency				
f. Documents assessment and evaluation results (4Q)	▪ records reason for referral and information sources				
	▪ records final appraisal using supporting evidence				
g. Collaborates with parent/guardians and other professionals regarding the assessment process (4R)	▪ involves parents /guardians and school personnel in assessment process				
h. Informs parents/guardians of their rights and the rights of students regarding assessment (4S)	▪ contacts parents/guardians and explains referral process				
	▪ provides a copy of procedural safeguards and obtains parental consent				
i. Uses a variety of non-discriminatory formal and informal tools and techniques to help determine the efficacy of intervention and programs (4T)	▪ uses direct observation to compare with baseline data				
	▪ re-interviews original informants to evaluate student progress				
	▪ re-administers standardized instruments to determine progress				

Standard 5. Consultation & Collaborative Relationships: The competent school social worker develop a consultative and collaborative relationships with colleagues, parents, and the community to support student learning and well-being

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
5. The competent school social worker:					
a. Understands the importance of audience and purpose when selecting ways to communicate ideas (5E)	<ul style="list-style-type: none"> ▪ considers culture, language and ability when communicating with students, families, and school personnel 				
b. Models and promotes ethical practices for confidential communication (5J, 9M)	<ul style="list-style-type: none"> ▪ protects student privacy and only collects information relevant to the presenting problem 				
	<ul style="list-style-type: none"> ▪ informs students and parents about limits of confidentiality 				
	<ul style="list-style-type: none"> ▪ discloses privileged communication only with informed consent or when there is risk of harm to self or others 				
c. Encourages relationships among colleagues to promote a positive learning environment. Facilitates a collaborative relationship between general and special education systems to promote unified system of education Models and promotes effective communication among group members or between groups (5L, 5M, 5O)	<ul style="list-style-type: none"> ▪ treats co-workers with respect 				
	<ul style="list-style-type: none"> ▪ resolves conflicts with or between co-workers effectively 				
d. Participates in collaborative decision-making and problem solving to promote student success (5K, 5M)	<ul style="list-style-type: none"> ▪ involves students, parents, co-workers, and community service providers in decision making on behalf of students 				
e. Uses a variety of effective communication modes with diverse target groups (5P)	<ul style="list-style-type: none"> ▪ uses e-mail, phone, written and oral communication to follow up with others 				

Standard 6. Advocacy & Facilitation: The competent school social worker advocates and facilitates change that effectively responds to the needs of students, families and school systems

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
6. The competent school social worker:					
a. Is familiar with available resources for students and families within the school and community (6B)	<ul style="list-style-type: none"> ▪ visits community resources ▪ attends inter-agency meetings to become familiar with resources 				
b. Works to empower children, their families, educators, and others to gain access to and effectively use school and community resources (6E)	<ul style="list-style-type: none"> ▪ encourages students, parents, and teachers to be assertive about their rights within the school and community 				
c. Identifies areas of need and accesses or creates resources and services (6F)	<ul style="list-style-type: none"> ▪ identifies areas of need within the student body 				
	<ul style="list-style-type: none"> ▪ accesses or creates resources to meet needs of students and families 				
d. Advocates for students with other members of the educational community to enhance student functioning in the learning environment (6H)	<ul style="list-style-type: none"> ▪ helps teachers and administrators consider situations from parent's, and student's viewpoints 				
e. Supports student's transitions across environments (6I)	<ul style="list-style-type: none"> ▪ prepares students and the receiving system in moves to more/less restrictive environment. 				
f. Uses research and technologies to help students, families, school, and community to access resources (6J)	<ul style="list-style-type: none"> ▪ uses professional directories and local resource guides to locate new resources 				
	<ul style="list-style-type: none"> ▪ uses search engines on the Internet to locate new resources (e.g., www.google.com) 				

Standard 7. Learning Community: The competent school social worker encourages effective social interaction, active engagement in learning, and self-motivation to create a positive learning community

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
7. The competent school social worker:					
a. Encourages the development of a learning community where students assume responsibility, participate in decision-making, and work independently as well as collaboratively in learning activities. Develops strategies to encourage motivation and engagement through mutual respect and cooperation (7K, 7M)	▪ encourages students to take ownership of their problems				
	▪ engages in Positive Behavior Intervention Strategies or similar school-wide programs				
	▪ enlists teachers in identifying motivating and maintaining factors for student to perform well				
b. Analyzes educational environments and works effectively to create/enhance a supportive learning climate (7L)	▪ utilizes analysis of educational environment to build or improve a positive atmosphere within the school.				
c. Collaborates with community agencies in school-linked service learning projects or other programs (7P)	▪ helps develops service-learning projects within the school and community				
d. Promotes effective utilization of school social work services (7Q)	▪ screens referrals for social work services by determining appropriateness				
	▪ considers most efficient means to meet student needs (e.g., teacher consultation, group work)				
e. Promotes understanding of factors that affect the educational environment and facilitates systems improvement (7R)	▪ assists students and school personnel to create an school climate for optimal learning				
f. Designs, implements and evaluates programs that enhance a student’s social participation in school, family and community (7S)	▪ provides social skill groups for students				
	▪ refers students to after school programs to increase socialization				
g. Promotes active parent participation within the educational environment (7T)	▪ attends parent conferences, staffings				
	▪ assists in planning educational events for parents				
h. Collaborates with community agencies to increase access to services/resources (7U)	▪ attends inter agency meetings to improve referral and linkage process				

Standard 8. Diversity: The competent school social worker understands the broad range of backgrounds and experiences that shape students= approaches to learning and helps create opportunities adapted to diverse populations of learners

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
8. The competent school social worker: a. Facilitates a learning community in which individual differences are respected (8G)	▪ uses assemblies/guest speakers to address diversity issues in school				
	▪ carefully balances heterogeneity & homogeneity when composing student groups				
	▪ uses classroom inclusion techniques to increase peer acceptance (e.g., Circle of Friends)				
b. Practices gender equity and non-sex-role stereotyping (8H)	▪ monitors own practice to ensure a balanced treatment of genders				
	▪ monitors classroom practices to ensure equal attention and treatment of genders				
	▪ monitors school policy to ensure equal treatment of gender (e.g. Title IX or sexual harassment)				
c. Provides services that promote multi-cultural sensitivity (8I)	▪ seeks to improve one's own cultural competence in work with students and families				
	▪ communicates information about diverse client groups to teachers and staff				
d. Develops strategies to decrease negative effects of cultural barriers in education (8J)	▪ seeks to provide services in languages appropriate to students or families				
	▪ seeks to refer students and families to culturally competent community services				
	▪ advocates for the recruitment and retention of a diverse workforce in schools				

e. Utilizes students' diversity to enrich the educational experiences of all students (8K)	<ul style="list-style-type: none"> ▪ facilitates student discussion of the benefits of diverse perspectives 				
	<ul style="list-style-type: none"> ▪ encourages students to share their diverse talents, abilities, & knowledge 				
	<ul style="list-style-type: none"> ▪ encourages teachers to draw upon student diversity in class discussions 				
f. Interprets information about students= families, cultures, and communities in assessments, interventions, and evaluations of student progress (8L)	<ul style="list-style-type: none"> ▪ considers students' family, culture, and community during assessments, interventions, and evaluation of student progress 				
g. Utilizes appropriate assessment tools and intervention strategies that reflect diverse student needs (8M)	<ul style="list-style-type: none"> ▪ carefully selects assessment measures appropriate to student needs 				
	<ul style="list-style-type: none"> ▪ carefully selects intervention methods appropriate to student needs 				
h. Designs intervention strategies appropriate to student's culture, gender, sexual orientation, developmental stage, learning style, strengths and needs (8N)	<ul style="list-style-type: none"> ▪ plans individual, group and family interventions in accordance with client/system's unique qualities 				
i. Makes referrals for additional services or (8O)	<ul style="list-style-type: none"> ▪ makes appropriate referrals for related services and resources to meet student's needs (e.g., speech) 				

Standard 9. Professional Conduct and Ethics: The competent school social worker understands education and social work as professions, maintains standards of professional conduct and ethics, and provides leadership to improve student learning and well-being

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
9. The competent school social worker:					
a. Understands school policies and procedures (9E)	<ul style="list-style-type: none"> ▪ reads and understands all appropriate school policy and procedure manuals 				
b. Follows codes or professional conduct and ethics (9H)	<ul style="list-style-type: none"> ▪ demonstrates commitment to ethical responsibilities to clients and colleagues 				
	<ul style="list-style-type: none"> ▪ demonstrates commitment to ethical responsibilities to practice settings, the profession & society 				
c. Maintains current knowledge of and abides by federal and state laws and regulations with emphasis on persons with disabilities, child welfare, mental health, confidentiality, and child/adolescent rights (9I)	<ul style="list-style-type: none"> ▪ knows and follows federal laws and rules applying to students (e.g., IDEA, Sec. 504, FERPA) 				
	<ul style="list-style-type: none"> ▪ knows and follows federal laws and rules applying to students (e.g., IL Administrative Code 23) 				
d. Participates in district activities such as policy design, curriculum implementation, staff development, parent/guardian, and student organizations (9J)	<ul style="list-style-type: none"> ▪ attends school board meetings or district-wide staff meetings. 				
	<ul style="list-style-type: none"> ▪ attends building staff meetings or grade-level meetings 				
	<ul style="list-style-type: none"> ▪ attends the PTA/PTO or student government/leadership meetings. 				
e. Abides by current legal directives, school policies, and procedures (9K)	<ul style="list-style-type: none"> ▪ follows court-mandated directives regarding education 				
	<ul style="list-style-type: none"> follows local educational agency policies and procedures 				
f. Promotes the right of students (9L)	<ul style="list-style-type: none"> ▪ informs and empowers students regarding their rights 				
	<ul style="list-style-type: none"> ▪ informs and advocates with staff regarding student rights 				

Standard 10. Professional Development: The competent school social worker actively seeks opportunities to grow professionally.

Objectives	Strategies:	Evaluation of skill			
		exceeds expectations	meets expectation	needs improvement	No opportunity to observe
10. The competent school social worker:					
a. Understands the importance of taking responsibility for self-evaluation as a competent and ethical practitioner (10A)	<ul style="list-style-type: none"> ▪ evaluates own practice 				
b. Understands the impact of personal strengths and needs on service delivery (10B)	<ul style="list-style-type: none"> ▪ demonstrates self awareness 				
c. Understands methods of inquiry and frameworks for self-assessment and self-improvement (10C)	<ul style="list-style-type: none"> ▪ assesses areas for growth and independently pursues knowledge 				
d. Understands how to use supervision, consultation, collaboration and continuing education to identify areas for ongoing professional development (10D)	<ul style="list-style-type: none"> ▪ comes prepared to supervision 				
	<ul style="list-style-type: none"> ▪ completes processes recordings to improve counseling skills 				
e. Understands the use of empirically based practice resources available for intervention and program development Uses continuing education, research, professional literature, observations, and experiences to enhance professional growth and to guide evaluation of professional practice (10F)	<ul style="list-style-type: none"> ▪ attends workshops, in-service training, and institute days to improve skills 				
	<ul style="list-style-type: none"> ▪ discusses school social work books and/or journals to improve professional practice. 				
f. Maintains an awareness of personal attitudes, perspectives, strengths, and needs as they relate to professional practice (10H)	<ul style="list-style-type: none"> ▪ is aware of how personal biases and perspectives may affect professional practice 				
	<ul style="list-style-type: none"> ▪ is aware of how personal strengths and weaknesses may affect professional practice 				
g. Uses self-assessment and performance evaluations to identify areas for professional growth (10I)	<ul style="list-style-type: none"> ▪ self-reflects on his/her own developmental needs for professional growth 				
	<ul style="list-style-type: none"> ▪ actively participates in performance evaluations to identify needs for professional growth 				
h. Actively seeks consultation to improve professional practice (10J)	<ul style="list-style-type: none"> ▪ brings questions to each supervisory session about professional practice 				

	<ul style="list-style-type: none"> ▪ consults with colleagues about how to improve professional practice 				
i. Recognizes the limits and boundaries of the professional role (10K)	<ul style="list-style-type: none"> ▪ acknowledges the professional limitations of a school social worker (vs. Child psychotherapist) 				
	<ul style="list-style-type: none"> ▪ acknowledges the interpersonal boundaries of a school social worker (vs. Child's parent) 				
j. Demonstrates a capacity and willingness to assume the roles of learner and facilitator/educator in maintaining a broad knowledge base for professional development (10L)	<ul style="list-style-type: none"> ▪ seeks to gain and share information from a wide range of sources & materials 				
k. Participates in professional activities and organizations that promote and enhance school social work practice (9G, 10M)	<ul style="list-style-type: none"> ▪ joins professional school social work organizations (e.g., IASSW or SSWAA) 				
	<ul style="list-style-type: none"> ▪ attends professional school social work conferences or seminars 				
l. Assumes responsibilities for enhancing practice through various professional development activities (10N)	<ul style="list-style-type: none"> ▪ takes responsibility for identifying professional development needs. 				
	takes responsibility for identifying resources for continued development				

These performance standards are aligned with the Illinois Student Service Provider Standards, with consideration given to the National Association of Social Workers (NASW) Standards for School Social Work Services and the NASW Code of Ethics.

SOCW 572-Narrative. Below briefly describe agency program and student's assignments. Describe the student's learning pattern including acceptance of teaching, use of supervision, knowledge gaps, seeking out of additional resources, dependence or independence, and barriers to learning. Discuss goals for next semester as well as strengths and limitations. Attach additional pages as needed.