



# **Evaluation of Student Support Services Personnel**

- **Health Services**
- **Psychological Services**
- **Pupil Personnel Services**
- **School Counseling Services**
- **Social Worker Services**

**Baltimore County Public Schools  
9610 Pulaski Park Drive, Suite 219  
Baltimore, Maryland 21220**

## ROLE OF STUDENT SUPPORT SERVICES

Student Services is a subset of the Department of Student Support Services which consists of seven offices:

- Alternative Programs
- Health Services
- School Counseling Services
- Psychological Services
- Pupil Personnel Services
- Safe and Drug-Free Schools
- Social Work Services

These offices and their staffs provide support services and programs to students, families, faculties, and staff of the school system. Student Support Service programs assist all students in achieving optimal health, social, emotional, personal, interpersonal, academic, and career development.

Personnel responsible for these offices are as follows:

Alternative Programs	Alternative Programs and Schools Staffs
Health Services	Nurses, Certified Nursing Assistants, Wellness Center Staff
School Counseling Services	Professional School Counselors
Psychological Services	School Psychologists
Pupil Personnel Services	Pupil Personnel Workers, Residency Officers
Safe and Drug-Free Schools/Safe Schools	School Resource Officers
Social Work Services	School Social Workers

The majority of the personnel listed above are assigned to school sites throughout the county to assist the schools with student support services and programs.

All prospective personnel, who apply for these professional, certified, and/or licensed positions are screened originally by the Department of Human Resources for professional credentials, and then the Department of Student Support Services staff review and interview all applicants for professional/clinical competencies.

Clinical training and supervision as well as professional development activities are provided by the student support services staff on a regular basis. The personnel of student support services are expected to show continuous growth in all professional competencies through Baltimore County Public Schools professional staff development activities and outside professional development and training. It is through the process of hiring and professional development that quality student support services professionals and quality student support services programs are provided consistently across the county.

Approved 12/05

## **EVALUATION OF STUDENT SUPPORT SERVICES PERSONNEL**

Student Support Services personnel are expected to show continuous professional growth. As part of this process, Student Support Services personnel will be evaluated on the same time schedule as other professionals.

Evaluation of site-based Student Support Services personnel is a collaborative process between the central office supervisory staff and the site-based administrators, principal or assistant principals. Central office supervisory personnel, coordinator, supervisors, specialists, or department chairpersons for school counseling\*, are to be directly involved in the evaluation of all first and second year Student Support Services personnel. After the second year of satisfactory evaluations, central office support will be provided for evaluation of all clinical competencies. Site-based administrators may request additional support from central office supervisory staff as they feel the need in other professional competencies.

The final evaluation, with the input from the appropriate central office personnel, for the following Student Support Services employees: school nurse, school counselor, or school social worker, is the responsibility of the site-based administrator at the assigned Student Support Services employee's home school. All site-based assigned employees--nurses, counselors, and social workers--will receive only one final evaluation even though they may serve at more than one school. The collaboration with the central offices' supervisory personnel and multiple school-site administrators is to result in a mutually developed evaluation. Central office supervisory personnel will provide either a written narrative or the appropriate form (see Evaluation of Student Services Personnel Manual) to review the professional/clinical competencies of the employee. The narrative or form is to be incorporated into the final evaluation by school administrators. Unsatisfactory in the professional/clinical part of the evaluation result in an overall unsatisfactory evaluation.

For all pupil personnel workers and school psychologists and certified health assistants, who service more than one location, the central office coordinators will be responsible for the final evaluation. Since these employees have multiple locations and may be regionalized, input will be collected by the coordinators from an administrator at each school that the employee provides service, using the standard form (see attached forms). The Coordinators of Psychological Services or Pupil Personnel Services will be responsible for the writing of the final evaluation on these multiple school employees. Pupil Personnel Workers (PPWs) and School Psychologists who service only one school will be evaluated using a collaborative model with site administrator providing direct input and participating in an annual conference. The final evaluation on single-site school psychologists or PPWs is the responsibility of the coordinator of each office.

When there is a concern that a Student Support Services employee may become or is unsatisfactory and/or needs an assistance plan, the appropriate Student Support Services office's supervisory personnel will be actively involved.

\* School Counseling Department Chairpersons, who are certified professional school counselors, are considered central office representatives and have been trained in the evaluation process of school counselors at the secondary level.

To obtain copies of specific evaluation forms, contact the following:

- Department of Student Support Services
- Department of Human Resources
- Specific Offices, i.e.,
  - Alternative Programs
  - School Counseling Services
  - Health Services
  - Psychological Services
  - Pupil Personnel Services
  - Safe and Drug Free Schools
  - Social Workers Services

# Evaluation of School Nurse and Health Assistant Progress

The Appraisal Process  
Baltimore County Public Schools

- Evaluation of Health Assistant
- Evaluation of School Nurse Form (Site-Based)
- Evaluation of School Nurse Clinical Progress Form (Central Office)
- Explanation of Ratings
- Description of Standards

EVALUATION OF HEALTH ASSISTANT PERFORMANCE

<b>Last Name</b>		<b>First</b>		<b>Initial</b>		<b>Social Security #</b>				<b>School Year</b>	
<b>School/Office</b>						<b>Date of Last Evaluation</b>					
						<b>Total Years of Experience</b>					
						<b>Years in Baltimore County</b>					
						<b>Years in Present Assignment</b>					

<b>1. PROFESSIONAL COMPETENCIES</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>	<b>Overall Rating for Professional Competencies</b> <i>(Comments mandatory for Outstanding, Marginal, or Unsatisfactory)</i>  _____ <b>Outstanding</b> _____ <b>Very Good</b> _____ <b>Satisfactory</b> _____ <b>Marginal</b> _____ <b>Unsatisfactory</b>
A. Job Knowledge and Skills			
B. Communication Skills			
C. Quantity of Work			
D. Quality of Work			
E. Resourcefulness			

<b>2. HUMAN RELATIONS COMPETENCIES</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>	<b>Overall Rating for Human Relations Competencies</b> <i>(Comments mandatory for Outstanding, Marginal, or Unsatisfactory)</i>  _____ <b>Outstanding</b> _____ <b>Very Good</b> _____ <b>Satisfactory</b> _____ <b>Marginal</b> _____ <b>Unsatisfactory</b>
A. Relationship with Administrators, Supervisors, and Teachers			
B. Relationship with Coworkers			
C. Relationship with Parents and Public			
D. Relationship with Students (if applicable)			
E. Promotes a Positive Image within the School/Office			



**EVALUATION OF SCHOOL NURSE PROGRESS**

Probation \_\_\_\_\_  
Continuing \_\_\_\_\_

<b>Last Name</b>		<b>First</b>		<b>Initial</b>		<b>Social Security #</b>				<b>School Year</b>	
<b>School</b>						<b>Date of Last Evaluation</b>					
						<b>Total Years of Nursing Experience</b>					
<b>Assignment</b>						<b>Years School Nursing in Baltimore County</b>					
						<b>Years in Present Assignment</b>					

I. PROFESSIONAL COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies Comments Mandatory	Satisfactory
				Unsatisfactory
A. Applies nursing theory as a basis for decision making in school nursing practice				
B. Uses a systematic approach to problem-solving in school nursing practice				
C. Demonstrates knowledge of school health laws, policies, and procedures				
D. Orients, trains, supervises, and evaluates health assistants and others involved in the delivery of health services				
E. Demonstrates professional practice				
F. Demonstrates ethical conduct				
G. Designs and delivers health education to support the development of favorable health behaviors and outcomes				

II. HUMAN RELATIONS/COMMUNICATIONS COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Human Relations Competencies Comments Mandatory	Satisfactory
				Unsatisfactory
A. Employs effective expressive and receptive verbal skills, reflective of both articulate speech and good listening ability				
B. Writes clearly and concisely, using correct grammar and spelling				
C. Participates in schoolwide and/or countywide committees and activities				

D. Demonstrates sensitivity to the diversity of students, families, and staff				
E. Collaborates with school staff to optimize the educational experience for all students				
III. MANAGEMENT COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Management Competencies Comments Mandatory	Satisfactory
				Unsatisfactory
A. Conducts school health needs assessments to identify current health problems and identify the need for new programs				
B. Organizes the health suite to promote a safe environment that contributes to the learning atmosphere in the school				
C. Utilizes a system for easy data storage, retrieval, and analysis				

IV. OVERALL EFFECTIVENESS OF SCHOOL NURSING		Satisfactory		Unsatisfactory
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\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

SCHOOL NURSE'S COMMENT (Optional) May include special contributions on a local, countywide, state, and national level, if not cited elsewhere in this report.

\_\_\_\_\_  
Signature of School Nurse

\_\_\_\_\_  
Date

*(This signature indicates the nurse has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)*

DISTRIBUTION: 1 copy to nurse; 1 copy to principal; 1 copy to supervisor; 1 copy to area office

Baltimore County Public Schools

Towson, Maryland 21204

9660000800D-82-01

**EVALUATION OF SCHOOL NURSE CLINICAL PROGRESS**

Probation \_\_\_\_\_  
Continuing \_\_\_\_\_

<b>Last Name</b>		<b>First</b>		<b>Initial</b>		<b>Social Security #</b>				<b>School Year</b>	
<b>School</b>						<b>Date of Last Evaluation</b>					
						<b>Total Years of Nursing Experience</b>					
<b>Assignment</b>						<b>Years School Nursing in Baltimore County</b>					
						<b>Years in Present Assignment</b>					

I. PROFESSIONAL/CLINICAL COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies Comments Mandatory	Satisfactory
				Unsatisfactory
A. Applies nursing theory as a basis for decision making in school nursing practice				
B. Uses a systematic approach to problem-solving in school nursing practice				
C. Demonstrates knowledge of school health laws, policies, and procedures				
D. Orients, trains, supervises, and evaluates health assistants and others involved in the delivery of health services				
E. Demonstrates professional practice				
F. Demonstrates ethical conduct				
G. Designs and delivers health education to support the development of favorable health behaviors and outcomes				

**OVERALL COMMENTS**

\_\_\_\_\_  
Signature of Clinical Supervisor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

# EXPLANATION OF RATINGS

## For Individual Standards Listed in the Three Major Areas of Competencies\*

<i>Meets Standards</i>	Consistently performs as described in this category in a satisfactory, very good, or outstanding manner
<i>Does Not Meet Standards</i>	Does not meet the standards described in this category

## For Overall Assessment in Each Major Area of Competencies

<i>Satisfactory</i>	Consistently meets the standards described in categories of the major areas of competencies in an acceptable manner
<i>Unsatisfactory</i>	Does not satisfactorily meet the standards described in categories of the major areas of competencies

## For Overall Effectiveness of School Nursing Practice

<i>Satisfactory</i>	Is rated at least satisfactory in all areas of competencies
<i>Unsatisfactory</i>	Is rated as unsatisfactory in one or more of three major areas of competencies*

*\*Major areas of competencies are professional/clinical, human relations, and management competencies*

Since professional/clinical competencies are a significant and special aspect of this employee, it should weigh heavily on the evaluation.

# **Description of Standards**

## PURPOSE OF EVALUATION

- *To provide a systematic summary of the principal's and supervisor's continuing evaluation of school nurse effectiveness by (1) informing school nurses of their strengths and weaknesses, (2) indicating suggestions for improvement, and (3) recording the school nurse's contributions to the total school program*
- *To provide an opportunity for school nurses to recognize their progress and to share in their continuing evaluation*
- *To provide a permanent account or professional accomplishments for filing in a central location*

### I. PROFESSIONAL/CLINICAL COMPETENCIES

#### A. *Applies nursing theory as a basis for decision making in school nursing practice*

##### **School nurses meet standards when they:**

1. apply knowledge of physical and psychosocial development of preschoolers, school-aged children, and adolescents
2. apply knowledge of pathophysiology, signs and symptoms, treatment, and nursing management of common acute, and chronic physical conditions of childhood and adolescence
3. manage childhood and adolescent injuries and illnesses in a safe, appropriate manner in the school setting
4. apply knowledge of epidemiology, treatment, and nursing management of infectious communicable diseases of childhood and adolescence
5. perform physical assessments, discerning deviations from normal

#### B. *Uses a systematic approach to problem-solving in school nursing practice*

##### **School nurses meet standards when they:**

1. collect and document information about or from students, families, or health care providers in a systematic manner
2. prioritize care based on assessment of students' needs
3. develop accurate individualized nursing care/health care plans for students with special health care needs
4. administer medication in a safe, accurate manner in accordance with established policies
5. monitor ongoing health status of students and update student health records to reflect changes

6. implement nursing care in a safe, appropriate manner
7. perform skilled nursing procedures safely and accurately
8. identifies unmet health and psychosocial needs of students and makes referrals to appropriate resources

#### C. *Demonstrates knowledge of school health laws, policies, and procedures*

##### **School nurses meet standards when they:**

1. document safely and in accordance with nursing practice
2. maintain records in accordance with regulations
3. request clarification of policies and procedures
4. attend meetings and workshops in order to remain current on regulation and policies
5. interpret correctly school health services policies and procedures to administrators, parents, students, and staff
6. demonstrate knowledge of the legal aspects of school nursing practice and the Nurse Practice Act

#### D. *Orients, trains, supervises, and evaluates health assistants and others involved in the delivery of health services*

##### **School nurses meet standards when they:**

1. communicate and define the role of the paraprofessional and/or volunteer in the health suite
2. assign/delegate tasks as defined by the State Nurse Practice Act and skills of the designated care giver
3. provide required trainings to school staff on health-related topics
4. demonstrate understanding of adult learning principles in interactions with personnel involved in the delivery of health services
5. collaborate with the principal in identifying school-based personnel who will administer medication, provide first aid and serve as CPR backup in the absence of the nurse
6. document the ability of the paraprofessional to perform the delegated tasks and continue to document the evaluation of paraprofessionals' performance throughout the year
7. provide written evaluation of certified health assistants and submit required monitoring reports, in collaboration with other nurses who share that health assistant's time.

**E. *Demonstrates professional practice***

**School nurses meet standards when they:**

1. demonstrate sensitivity to the organizational structure and culture of the school setting
2. conduct self-evaluation and participate in evaluation of self by others
3. meet deadlines for required reports and assignments
4. follow through with professional commitments
5. project a professional impression through behavior, dress, and appearance
6. participate in continuing educational activities related to enhancing clinical skills and increasing knowledge of professional issues

**F. *Demonstrates ethical conduct***

**School nurses meet standards when they:**

1. deliver a school health services program guided by the Nurse Practice Act, Board policies, and other appropriate State regulations
2. seek clarification of ethical issues from an administrator or clinical supervisor as appropriate
3. implement current laws and policies regarding the reporting of abuse and neglect
4. implement current policy in addressing harassment issues
5. follow Board policies related to travel, purchasing gifts, and conflicts of interest such as outside employment, stock ownership, political activities, and royalties
6. use good judgment rooted in fairness, equity, and integrity when dealing with ethical issues
7. treat all students fairly and equitably
8. act as a student advocate
9. implement practices that protect students' privacy and confidentiality

**G. *Designs and delivers health education to support the development of favorable health behaviors and outcomes***

**School nurses meet standards when they:**

1. provide individual health teaching and counseling for students

2. serve as a resource person to school staff regarding health education and health resources
3. educate staff regarding student health concerns
4. educate parents regarding student health concerns
5. promote student, staff, and school safety through health education
6. assist student, family, school staff, and community in identifying and securing appropriate and available services and resources to address health related needs

**II. HUMAN RELATIONS/COMMUNICATIONS COMPETENCIES**

**A. *Employs effective expressive and receptive verbal skills, reflective of both articulate speech and good listening ability***

**School nurses meet standards when they:**

1. present ideas clearly and at the appropriate level for each situation
2. listen carefully and nonjudgmentally to others
3. are sensitive to the emotional status of students, parents, staff, and other community members
4. promote an inviting climate in the health suite
5. are sought by students and staff for health counseling
6. understand the parameters of confidentiality

**B. *Writes clearly and concisely using correct grammar and spelling***

**School nurses meet standards when they:**

1. write grammatically correct and clearly understood reports
2. employ correct grammar and spelling in health room record documentation
3. write articles for students, parents, and staff that are grammatically correct and age-appropriate

**C. *Participates in schoolwide and/or countywide committees and activities***

**School nurses meet standards when they:**

1. serve on committees within the school that focus on school health and school improvement

2. present to PTAs and other community organizations on the school health services
3. attend faculty meetings, area meetings, and professional development meetings

**D. *Demonstrates sensitivity to the diversity of students, families, and staff***

**School nurses meet standards when they:**

1. seek knowledge of the norms, practices, beliefs, and values of the school community
2. work toward building a trusting relationship with students, parents, and staff
3. do not allow personal beliefs and/or values to influence decision-making and communications with the school community
4. use supportive resources (translator, translation services) that meet the diverse needs to the school population
5. demonstrate sensitivity to cultural differences in others' (school community's) perceptions regarding health care

**E. *Collaborates with school staff to optimize the experience for all students***

**School nurses meet standards when they:**

1. identify health related barriers to learning and collaborate with the school team in adapting programs to meet individual student needs
2. attend team meetings as needed and participate in the development of student Individualized Educational Plans (IEP), 504 plans, and student support plans.

**III. MANAGEMENT COMPETENCIES**

**A. *Conducts school health needs assessments to identify current health problems and identify the need for new programs***

**School nurses meet standards when they:**

1. review health records and health problem lists in order to identify commonly occurring health concerns
2. use frequently occurring health problems as a basis for health services program development
3. use current literature as a resource for developing new programs or evaluating current programs
4. communicate findings to administration and work with the administration to develop a program that meets health and educational goals of the school

**B. *Organize the health suite to promote a safe environment that contributes to the learning atmosphere in the school***

**School nurses meet standards when they:**

1. maintain a safe and orderly health suite
2. employ a system to ensure that students are seen in a timely and efficient manner
3. provide a climate in the health suite that is inviting, educational, and child-centered
4. maintain up-to-date substitute and back-up plans

**C. *Utilizes a system for data storage, retrieval, and analysis***

**School nurses meet standards when they:**

1. respond to requested information in a timely manner
2. adapt the health services program to meet the needs of the students as reflected in the disaggregation of data
3. establish a system that records health room visits efficiently and avoids redundancy
4. reflect a knowledge of, and adherence to, regulations and policies regarding confidentiality in documentation and record maintenance

# EXPLANATION OF RATINGS FOR HEALTH ASSISTANT

## For Individual Standards Listed in the Three Major Areas of Competencies

<b>Meets Standards</b>	Usually performs as described in this category in a satisfactory, very good, or outstanding manner
<b>Needs Improvement</b>	Does not meet the standards described in this category

## *For Overall Assessment in Each Major Area of Competency*

<b>Outstanding</b>	Consistently exceeds standards described in MOST categories while meeting ALL standards in the remaining categories
<b>Very Good</b>	Usually exceeds the standards described in MANY of the categories while meeting MOST of the standards in the remaining categories
<b>Satisfactory</b>	Usually meets the standards described in the various categories
<b>Marginal</b>	Often does not satisfactorily meet the standards described in the various categories
<b>Unsatisfactory</b>	Usually does not satisfactorily meet the standards described in the various categories

## *For Overall Effectiveness*

<b>Outstanding</b>	Is rated <u>outstanding</u> in TWO of the THREE major areas of competencies and is rated at least <u>very good</u> in the third area
<b>Very Good</b>	Is rated at least <u>very good</u> in TWO of the THREE major areas of competencies and is rated at least <u>satisfactory</u> in the third area
<b>Satisfactory</b>	Is rated at least <u>satisfactory</u> in TWO of the THREE major areas of competencies and no less than <u>marginal</u> in the third
<b>Marginal</b>	Is rated <u>marginal</u> in at least TWO of the THREE major areas of competencies or <u>unsatisfactory</u> in one

<b>Unsatisfactory</b>	Is rated <u>unsatisfactory</u> in TWO or more of the THREE major areas of competencies
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*\*Major areas of competencies are professional, human relations, and management competencies*

## **PROCEDURES FOR EVALUATING HEALTH ASSISTANT PERFORMANCE PERSONNEL**

### **A. General**

1. A written evaluation should be prepared for health assistants according to the schedule established for these employees. These procedures and schedules are described in the Master Agreement between Baltimore County Aides and Clerical Employees, Incorporated, BACE/TABCO, and the Board of Education of Baltimore County.
2. The immediate Supervisor shall be responsible for the evaluation of health assistants and clerical personnel. In a school setting, the supervising nurse is the immediate supervisor. Input from the specialist, Office of Health Services, may also be included in the evaluation.
3. Formal Evaluation including a conference must take place a minimum of every two years. In any year in which an employee is not evaluated, it shall be assumed the employee's performance was satisfactory.
  - No employee shall receive a rating on the evaluation less than satisfactory without having received earlier written suggestions for improvement in the area of weakness and having been given an opportunity to show improvement.
4. All new employees shall serve a ninety-calendar day probationary period without any right of appeal. Probationary employees must receive an evaluation one-month prior to the date the employee completes his/her probationary period.
5. In the event an employee is assigned to more than one school, the home school nurse will be responsible for submitting the evaluation form unless the employee is assigned to another school more than half time. All other nurses can provide input to the home school nurse prior to completion of the form.

### **B. Steps of the Appraisal Process**

1. Personal growth objectives will be set jointly by the school nurse, Office of Health Services specialist, and employee for each evaluation period.
2. Data should be gathered throughout the year by using many of the following methods:
  - conferences with the employee
  - observation of daily activities
  - comments and reactions from coworkers
  - comments and reactions from personnel served
  - self-evaluation completed by the employee
3. Periodic conferences will be held to discuss progress in achieving the personal objectives and revisions made where necessary
4. A conference between the employee and evaluators is held to discuss the evaluation.
5. A typed evaluation report is presented to the employee for signature.
6. A follow –up conference is held with the evaluator if necessary.

## **DESCRIPTION OF STANDARDS**

### **I. PROFESSIONAL COMPETENCIES**

#### **A. Job Knowledge and Skills**

*Knowing and understanding the job is essential to effective performance.*

Health Assistants demonstrate job knowledge when they:

1. Understand what is to be accomplished.
2. Exhibit necessary skills.

#### **B. Communication Skills**

*Effective communication with students, staff, parents, and the public is an essential part of any job.*

Health Assistants demonstrate an acceptable level of communication when they:

1. Present ideas clearly and at the appropriate level for each audience.
2. Listen carefully and thoughtfully to each audience.
3. Use positive non-verbal cues as well as speech to help establish an acceptable, pleasant climate.
4. Question and respond to questions and comments in a manner that promotes understanding.
5. Speak and write clear and accurate English.

#### **C. Quantity of Work**

*The amount of work produced should effectively meet the needs of the given tasks/responsibilities.*

Health Assistants demonstrate this when:

1. Work is completed within acceptable time frames assuming work load.
2. Time is used effectively.
3. The quantity of work produced is appropriate to the nature of the task.

#### **D. Quality of Work**

*The quality of an employee's work should effectively meet the needs of the given tasks.*

Health Assistants demonstrate this when:

1. Work has been proven to be correct and acceptable upon completion.
2. Work is neat and pleasing.
3. Work is complete when performed or submitted.

#### **E. Resourcefulness**

*Initiative and creativity are major components of resourcefulness.*

Health Assistants demonstrate resourcefulness when they:

1. Use a variety of strategies to accomplish the task at hand.
2. Seek work and/or direction when assignments are completed
3. Strive to achieve greater efficiency.
4. Seek to broaden employee skills and job competencies.

### **II. HUMAN RELATIONS COMPETENCIES**

#### **A. Relationship with Administrators, Supervisors, and School Staff**

*The ability to work cooperatively with administrative/supervisory personnel and school staff is basic to professional working relationships.*

Health Assistants demonstrate acceptable working relationships within this personnel group when they:

1. Are open to requests, comments, and/or questions that may help improve performance.
2. Seek clarification of policies or procedures when necessary.

#### **B. Relationship with Coworkers**

*Cooperation among school/office employees is an essential component of a school system's operation.*

Health Assistants demonstrate the ability to work cooperatively when they:

1. Practice effective human relations and communication skills when working with others.
2. Are able to work well with individuals and groups.

**C. Relationship with Parents and the Public**

*Effective human relations and communication skills in parental contacts and with the public in general enhance the school/office climate.*

Health Assistants demonstrate good relationships with parents and the public in these settings when they:

1. Practice effective human relations and communication skills.
2. Involve appropriate school system personnel when necessary.

**D. Relationship with Students (if applicable)**

*Effective human relations and communication skills in working with students are essential.*

Health Assistants demonstrate good relationship with students when they:

1. Promote mutual respect.
2. Encourage open communication when appropriate.
3. Develop an awareness of their relationships with students.
4. Are flexible in dealing with situations that require changes in approach.

**E. Promotes a Positive School/Office Image**

*Maintaining a consistent positive image contributes to the overall welfare of the school system.*

Health Assistants promote a positive image when they:

1. Exemplify a high standard of ethics
2. Support policies, procedures, and decisions.

**III. MANAGEMENT COMPETENCIES**

**A. Dependability**

*Dependable employees meet required responsibilities, schedules, and appointments.*

Health Assistants demonstrate dependability when they:

1. Adhere to time schedules.
2. Follow instructions and procedures.
3. Are conscientious with regard to attendance.

**B. Flexibility**

*It is important for employees to adjust to change.*

Health Assistants demonstrate flexibility when they:

1. Readily accept a changed situation.
2. Assume new or special work assignments.
3. Exhibit a desire for, and positive attitude toward, growth.

**C. Organization**

*Employees need to be well organized in order to carry out the job responsibilities.*

Health Assistants demonstrate organizational skills when they:

1. Complete required work in an orderly, systematic, and/or functional manner.
2. Plan tasks consistently and thoroughly.
3. Manage their work area in a safe and efficient manner.

# Evaluation of School Psychologist Progress

The Appraisal Process  
Baltimore County Public Schools

- Process
- Evaluation of Psychologist Progress Form
- Site-Based Administrators Form
- Explanation of Ratings
- Description of Standards

## Evaluation of Psychologist Progress

### Multi-School Assignment

1. The Office of Psychological Services will provide written notification to the principal if the psychologist is to be evaluated during that year.
2. The SITE-BASED ADMINISTRATOR'S INPUT form will be sent with the notification. **Return the completed form by March 31** to the Department of Psychological Services, Pulaski Park, Suite 219.
3. The Coordinator/Supervisor of Psychological Services is responsible for the completion of The Evaluation Of Psychologist Progress as follows:
  - evaluating the Clinical/Professional Competencies (I) of the psychologist;
  - summarizing, in written form, the input from site-based administrator(s) regarding the psychologist's Human Relations (II) and Management Competencies (III);
  - having a post-evaluation conference with the psychologist and obtaining his/her signature.

### One-School Assignment

1. The Office of Psychological Services will provide written notification to the principal if the psychologist is to be evaluated during that year.
2. The SITE-BASED ADMINISTRATOR'S INPUT will be sent with the notification. **Return the completed form by March 31** to the Department of Psychological Services, Pulaski Park, Suite 219.
3. The Coordinator/Supervisor of Psychological Services is responsible for the completion of The Evaluation Of Psychologist Progress as follows:
  - evaluating the Clinical/Professional Competencies (I) of the psychologist;
  - summarizing, in written form, the input from site-based administrator(s) regarding the psychologist's Human Relations (II) and Management Competencies (III);
4. The principal and Coordinator/Supervisor of Psychological Services will have a joint conference with the psychologist to review the evaluation.

## EVALUATION OF PSYCHOLOGIST PROGRESS

	Yes	No
Certified		
Tenure		

Last Name	First Name	Initial	Social Security #	Office								
				<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%; border-bottom: 1px solid black;">School Year</td> <td style="width: 20%; border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Date of Last Evaluation</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Total Years in Baltimore County</td> <td style="border-bottom: 1px solid black;"></td> </tr> <tr> <td style="border-bottom: 1px solid black;">Total Years as a Psychologist</td> <td style="border-bottom: 1px solid black;"></td> </tr> </table>	School Year		Date of Last Evaluation		Total Years in Baltimore County		Total Years as a Psychologist	
School Year												
Date of Last Evaluation												
Total Years in Baltimore County												
Total Years as a Psychologist												

<b>I. CLINICAL/PROFESSIONAL COMPETENCIES</b> (To be completed by Clinical Supervisor)	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies ___ Satisfactory ___ Unsatisfactory <i>Comments Mandatory</i>
A. Diagnostic and interpretive skills			
B. Consultative Skills			
C. Therapeutic Skills			
D. Professional Practice, Ethical Conduct, and Adherence to Office of Psychological Services Practices			
E. Knowledge of Field of Psychology and Professional Growth			
<b>II. HUMAN RELATIONS COMPETENCIES</b> (To be completed by Clinical Supervisor)	Meets Standards	Does Not Meet Standards	Overall Rating for Human Relations Competencies ___ Satisfactory ___ Unsatisfactory <i>Comments Mandatory</i>
A. Relationships with Students			
B. Relationships with School Personnel			
C. Relationships with Parents			
D. Contributions to Total School Program			



SCHOOL PSYCHOLOGIST PERFORMANCE  
SITE-BASED ADMINISTRATOR'S INPUT FORM

Psychologist \_\_\_\_\_

Date \_\_\_\_\_

Rater \_\_\_\_\_

School \_\_\_\_\_

Title \_\_\_\_\_

	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
1. Behaves in a manner which fosters and reflects cooperation and mutual respect.			
2. Demonstrates a commitment to students' success and growth.			
3. Encourages open communication.			
4. Serves as a positive role model.			
5. Practices effective human relations and communications skills with students, school personnel, and parents.			
6. Indicates a willingness to assist members of the school staff.			
7. Utilizes effective human relations skills when questioning policies and procedures.			
8. Shares information with parents in a professional and caring manner.			
9. Identifies, defines and attempts to resolve problems cooperatively with parents.			
10. Makes an effort to be available for telephone, personal, and written communication with parents.			
11. Demonstrates a willingness to assist students and staff who seek advice or encouragement.			
12. Is flexible in accepting responsibility for difficult, urgent, or demanding assignments.			

13. Contributes to school, countywide, and other educational programs aimed at improving instruction			
	<b>Satisfactory</b>	<b>Unsatisfactory</b>	<b>Not Observed</b>
14. Discharges services in a dependable, punctual manner.			
15. Uses and manages time in a productive and efficient manner.			
16. Prepares reports which are delivered orally and in written form in a timely, professional manner.			
17. Offers minority opinions, when necessary, in a professional manner.			
18. Establishes, clarifies and implements priorities regarding assigned tasks.			
19. Meets the legal guidelines regarding service delivery.			
20. Offers a variety of diagnostic and/or behavior management strategies for individuals or groups of students.			
21. Offers a range of consultative services to school personnel, parents, and non-school-based professionals, e.g., community based therapists and physicians, in accordance with the needs presented by the school and/or student.			
22. Is available and exhibits flexibility in dealing with unusual or urgent situations.			

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# EXPLANATION OF RATINGS

## For Individual Standards Listed in the Three Major Areas of Competencies\*

*Meets Standards* Consistently performs as described in this category in a satisfactory, very good, or outstanding manner

*Does Not Meet Standards* Does not meet the standards described in this category

## For Overall Assessment in Each Major Area of Competencies

*Satisfactory* Consistently meets the standards described in categories of the major areas of competencies in an acceptable manner

*Unsatisfactory* Does not satisfactorily meet the standards described in categories of the major areas of competencies

## For Overall Effectiveness of Psychologist

*Satisfactory* Is rated at least satisfactory in all areas of competencies

*Unsatisfactory* Is rated unsatisfactory in one or more of three major areas of competencies\*

\*Major areas of competencies are professional/clinical, human relations, and management competencies

# **Description of Standards**

## PURPOSES OF EVALUATION

- *To provide a systematic summary of the principal's and clinical supervisor's continuing evaluation of the effectiveness of the school psychologist by: (1) informing school psychologists of their strengths and weaknesses, (2) indicating suggestions for improvement, and (3) recording the school psychologist's contributions to the total school program*
- *To provide an opportunity for school psychologists to recognize their progress and to participate in their continuing education*
- *To provide a permanent account of professional competencies and accomplishments for filing in a central location*

### I. **CLINICAL/PROFESSIONAL COMPETENCIES** (to be completed by clinical supervisor)

#### A. Diagnostic and Interpretive Skills

The following dimensions will be considered in assessing the school psychologist's performance in this category:

1. The degree to which the school psychologist selects the appropriate assessment procedures, instruments and tasks to address referral concerns and questions;
2. The degree to which the school psychologist accurately and appropriately administers, scores and interprets psychological tests and assessment instruments;
3. The degree to which the school psychologist accurately diagnoses disabilities and conditions based on the available assessment data and other relevant information;
4. The degree to which the school psychologist utilizes assessment procedures in addition to/other than formal testing and solicits information from other sources when such is needed for diagnostic/assessment purposes;
5. The degree to which the school psychologist interprets and integrates information received through assessment procedures; and
6. The degree to which the school psychologist writes clear, concise, well-organized and effective reports of psychological assessments that reflect the above practices.

#### B. Consultative Skills

The following dimensions will be considered in assessing the school psychologist's performance in this category:

1. The quality of the school psychologist's contribution to team meetings and to conferences with teachers,

parents/guardians, and other school personnel;

2. The quality of consultation that the school psychologist offers in developing instructional and behavioral support plans and intervention strategies;
3. The degree to which the school psychologist provides meaningful contributions to discussions of students who have psychological information generated by other school systems or community providers; and
4. The degree to which the school psychologist participates in committees and work groups within the school and the broader school system, and the quality of the contribution.

### C. Intervention Skills

The following dimensions will be considered in assessing the school psychologist's performance in this category:

1. The degree to which the school psychologist provides rapid and effective response to crisis and threat situations;
2. The degree to which the school psychologist provides effective individual or group therapeutic counseling to students;
3. The degree to which the school psychologist can serve as a resource for school staff, parents/guardians, and students for referral to mental health practitioners and community agencies as appropriate; and
4. The degree to which the school psychologist provides meaningful staff development to professional colleagues in the school and in the broader school system.

### D. Professional Practice, Ethical Conduct and Adherence to Procedures of the Office of Psychological Services

This category is comprised of activities which show professional character and services as well as ethical conduct:

1. The degree to which the school psychologist manifests knowledge of ethical practices;
2. The degree to which the school psychologist shows appropriate professional behavior toward confidentiality of information;
3. The degree to which the school psychologist maintains appropriate professional appearance, demeanor, and behavior;
4. The degree to which the school psychologist displays responsibility in the use of time in accordance with contract;
5. The degree to which the school psychologist maintains an appropriate professional

- posture on matters potentially involving conflict of interest; and
- 6. The degree to which the school psychologist adheres to office directives involving procedures, statistical reports, and other required paperwork and reports.

E. Knowledge of Field of Psychology and Professional Growth

This category provides for rating the school psychologist on knowledge of the field of psychology and education and on professional growth activities:

The degree to which the school psychologist manifests knowledge in the major areas of psychology;

- 1. The degree to which the school psychologist attends staff meetings and participates in in-service aspects of those meetings; and
- 2. The degree to which the school psychologist reads professional books and publications and takes formal courses, attends workshops, and participates in other professional growth activities pertinent to the field.

**II. HUMAN RELATIONS COMPETENCIES**  
(incorporating information provided by the principal, summarized by the supervisor)

A. Relationships with Students

Effective interpersonal relationships with students are essential to the delivery of psychological services. Ways in which school psychologists demonstrate competency in this area may include:

- 1. Behaving in a manner which fosters and reflects cooperation and mutual respect;
- 2. Demonstrating a commitment to students' success and growth;
- 3. Encouraging open communication; and
- 4. Serving as a positive role model.

B. Relationships with School Personnel

The ability to work collaboratively with school personnel is essential to an effective professional working relationship. Ways in which school psychologists demonstrate competency may include:

- 1. Practicing effective human relations and communications skills with administrative and supervisory personnel;

- 2. Practicing effective human relations and communications skills with teachers and other school staff members;
- 3. Indicating a willingness to assist members of the school staff; and
- 4. Utilizing effective human relations skills when questioning policies and procedures.

C. Relationships with Parents/Guardians

Effective human relations and communications skills in contacts with parents/guardians are essential to effective practice as a school psychologist. Ways in which school psychologists demonstrate this competency may include:

- 1. Sharing information with parents/guardians in a professional and caring manner;
- 2. Identifying, defining, and attempting to resolve problems cooperatively with parents/guardians; and
- 3. Making an effort to be available for telephone, personal, and written communication with parents/guardians.

D. Contributions to the Total School Program

The school psychologist's interest in the welfare and development of students contributes to the overall positive atmosphere of the school. Ways in which school psychologists demonstrate this competency may include:

- 1. Being available to students and staff who seek advice or encouragement;
- 2. Being flexible in accepting responsibility for difficult or demanding assignments; and
- 3. Being available to contribute to school, countywide, and other educational programs working for the improvement of instruction.

**III. MANAGEMENT COMPETENCIES**  
(incorporating information provided by the principal, summarized by the supervisor)

A. Dependability

Dependable school psychologists meet required responsibilities, schedules, and appointments. Ways in which psychologists demonstrate this competency may include:

- 1. Discharging services in a dependable, punctual manner; and
- 2. Using and managing time in a productive and efficient manner.

B. Communication

Information must be communicated in a clear, concise manner, both orally and in written form, to be useful to the recipients. Ways in which school psychologists may demonstrate effective communication include:

1. Preparing reports which are delivered orally and in written form in a professional manner;
2. Communicating orally with students, school personnel, and parents/guardians in a respectful manner;
3. Offering minority opinions, when necessary, in a professional manner; and
4. Listening carefully and thoughtfully to students, school personnel, parents/guardians, and other professionals.

C. Establishment of Priorities

School psychologists establish priorities for services in accordance with the needs of the school, taking into account the constraints of assigned time. Ways in which school psychologists demonstrate this competency may include:

1. Establishing, clarifying, and implementing priorities that effectively meet the demands of the assignment;
2. Seeking timely supervisory assistance when appropriate to resolve concerns;
3. Demonstrating awareness of legal guidelines regarding service delivery; and
4. Being aware of the school's needs.

D. Variety of Services

A variety of professional services are needed to meet the needs of specific students and schools. Ways in which the school psychologist may demonstrate the ability to deliver this variety of services may include:

1. Offering a range of consultative services to school personnel, parents/guardians, and community professionals, in accordance with the needs presented by the school and/or student;
2. Offering a variety of academic and behavioral intervention strategies for individuals or groups of students; and
3. Offering short term group or individual therapeutic counseling services for identified student concerns.

E. Willingness to Suspend Routine Procedures

School psychologists may be called upon to suspend routine procedures in unusual or urgent situations. Ways in which school psychologists demonstrate this competency may include:

1. Exhibiting flexibility in dealing with unusual or urgent situations;
2. Being available for consultation when an urgent or unusual situation arises; and
3. Modifying schedules to accommodate school needs in urgent or unusual situations.

**IV. OVERALL EFFECTIVENESS OF SCHOOL PSYCHOLOGIST: SUMMARY COMMENTS**

This rating is a composite of the items included in this evaluation. This section may be used by the supervisor for further elaboration or additional comments, including input from the principal.

# Evaluation of Pupil Personnel Worker and Residency Officer Progress

The Appraisal Process  
Baltimore County Public Schools

- Process
- Evaluation of Pupil Personnel Worker Progress
- Pupil Personnel Worker Site-Based Administrator's Form
- Evaluation of Residency Officer Progress
- Residency Officer Site-Based Administrator's Input Form
- Explanation of Ratings
- Description of Standards

## **Process**

### **Evaluation of Pupil Personnel Worker Progress**

1. On or before October 1 of each school, the Office of Pupil Personnel Services will provide written notification to the principal if the pupil personnel worker is to be evaluated during that school year.
2. The form entitled Site-based Administrator's Input Form will be sent to the principal with the notification and a deadline of April 30 for the return of the form to the Supervisor/Coordinator of Pupil Personnel Services.
3. The Supervisor/Coordinator of Pupil Personnel Services is responsible for the completion of the Evaluation of Pupil Personnel Worker Progress as follows:
  - A. evaluating the Clinical/Professional Competencies (I) of the pupil personnel worker.
  - B. summarizing in written form the input from the principal regarding the pupil personnel worker's Human Relations (II) and Management Competencies (III).
  - C. having a post evaluation conference with the pupil personnel worker and obtaining his/her signature.

## EVALUATION OF PUPIL PERSONNEL WORKER PROGRESS

Social Security No. \_\_\_\_\_  
 School Year \_\_\_\_\_ Date of Last Evaluation \_\_\_\_\_  
 Certified  Yes  No Tenure  Yes  No

Last Name	First Name	Initial
Office _____		
Assignment(s)		
1. _____	6. _____	
2. _____	7. _____	
3. _____	8. _____	
4. _____	9. _____	
5. _____	10. _____	

Certification Expiration Date \_\_\_\_\_  
 Total Years Employed in Education \_\_\_\_\_  
 Total Years Employed in Baltimore County \_\_\_\_\_  
 Total Years of Pupil Personnel Experience \_\_\_\_\_

I.	PROFESSIONAL COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments Mandatory
A.	Comprehensive Knowledge of Students			
B.	Knowledge and Utilization of Community Resources			
C.	Effectiveness in Team Conference			
D.	Planning and Program Implementation			
E.	Evidence of Professional Growth			
F.	Communication Skills			
G.	Relationships with Community Agency Personnel			
H.	Knowledge of School Policies and Procedures			
I.	Coordination of Family Service Interventions.			
<b>II.</b>	<b>HUMAN RELATIONS COMPETENCIES</b>			
A.	Rapport with Students			
B.	Availability to Staff			
C.	Understanding Intergroup Relationships			
D.	Relationship with Parents			
E.	Relationship with Co-Workers			
F.	Relationship with Administrative Personnel			

**EVALUATION OF PUPIL PERSONNEL WORKER PROGRESS**

G.	Coordination/Collaboration in the High School Feeder System			
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III.	MANAGEMENT COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Management Competencies <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments Mandatory
A.	Management and Maintenance of Pupil Personnel Student Records			
B.	Prompt and Accurate Reports			
C.	Dependability			
D.	Completion of Projects			

IV.	<b>OVERALL EFFECTIVENESS OF PUPIL PERSONNEL WORKER SUMMARY COMMENTS MANDATORY</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory

Signature of Pupil Personnel Worker

Date

Signature of Supervisor/Coordinator

Date

(The signature indicates the Pupil Personnel Worker has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)

Pupil Personnel Worker's Comment: (OPTIONAL) May include special contributions to education on a local, countywide, state, and/or national level, of not cited elsewhere in this report.

**Distribution:** 1 copy to Pupil Personnel Worker, 1 copy to Supervisor/Coordinator, 1 copy to Director of Personnel

## EVALUATION OF RESIDENCY OFFICER PROGRESS

Social Security No. \_\_\_\_\_  
 School Year \_\_\_\_\_ Date of Last Evaluation \_\_\_\_\_  
 Certified  Yes  No Tenure  Yes  No

Last Name	First Name	Initial
Office		
<b>Assignment(s)</b>		
1. _____	6. _____	
2. _____	7. _____	
3. _____	8. _____	
4. _____	9. _____	
5. _____	10. _____	

Certification Expiration Date: \_\_\_\_\_  
 Total Years Present Assignment as Residency Officer \_\_\_\_\_  
 Total Years Employed in Baltimore County \_\_\_\_\_  
 Total Years of Residency Officer Experience \_\_\_\_\_

I.	PROFESSIONAL COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments Mandatory
A.	Comprehensive Knowledge of Residency Policies and Procedures.			
B.	Implementation of Residency Policies and Procedures.			
C.	Quality of Work			
D.	Quantity of Work			
E.	Evidence of Professional Growth			
F.	Communication Skills			
G.	Consult and Work Collaboratively with Other Pupil Personnel Worker Staff Members			
H.	Resourcefulness			
I.	Maintain Accurate Records and Data Regarding Residency Issues.			
II.	HUMAN RELATIONS COMPETENCIES			Overall Rating for Human Relations Competencies <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments Mandatory
A.	Relationship with Administrative Personnel			
B.	Availability to School Personnel			
C.	Relationship with Parents			
D.	Relationship with Student (is applicable)			
E.	Promotes a Positive School/Office image			

### EVALUATION OF RESIDENCY OFFICER PROGRESS

<b>III.</b>	<b>MANAGEMENT COMPETENCIES</b>	<b>Meets Standards</b>	<b>Does Not Meet Standards</b>	Overall Rating for Management Competencies <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory Comments Mandatory
A.	Dependability			
B.	Flexibility			
C.	Organization			
D.	Completion of Residency Verifications			

<b>IV.</b>	<b>OVERALL EFFECTIVENESS OF RESIDENCY OFFICER WORKER</b>	<input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory
	<b>SUMMARY COMMENTS MANDATORY</b>	

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Signature of Residency Officer	Date	Signature of Supervisor/Coordinator	Date
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(The signature indicates the Residency Officer Worker has read the report and a conference was held. This does not necessarily indicate agreement with this evaluation.)

Residency Officer's Comment: (OPTIONAL) May include special contributions to education on a local, countywide, state, and/or national level, of not cited elsewhere in this report.

**Distribution:**     1 copy to Residency Officer  
                              1 copy to Supervisor/Coordinator  
                              1 copy to Director of Personnel

# EXPLANATION OF RATINGS

## **For Individual Standards Listed in the Three Major Areas of Competencies\***

*Meets Standards* Consistently meets the standards described in this category

*Does Not Meet Standards* Does not meet the standards described in this category

## **For Overall Assessment in Each Major Area of Competencies**

*Satisfactory* Consistently meets the standards described in the various categories

*Unsatisfactory* Does not satisfactorily meet the standards described in the various categories

## **For Overall Effectiveness of Pupil Personnel Worker/Residency Officer**

*Satisfactory* Is rated at least satisfactory in all areas of competencies

*Unsatisfactory* Is rated unsatisfactory in one or more of the three major areas of competencies\*

\*Major areas of competencies are professional/clinical, human relations, and management competencies

# **Description of Standards**

## PURPOSES OF EVALUATION

- *To provide a systematic summary of the principal's and supervisor's continuing evaluation of pupil personnel worker effectiveness by (1) informing pupil personnel workers of their strengths and weaknesses, (2) indicating suggestions for improvement, and (3) recording pupil personnel worker contributions to the total school program*
- *To provide an opportunity for pupil personnel workers to recognize their progress and to share in their continuing evaluation*
- *To provide a permanent account of professional accomplishments for filing in a central location*

## Definitions of Items and Suggested Means of Appraisal

The following definitions are provided to interpret the evaluation criteria. They should be used as guides in completing the Evaluation of the Pupil Personnel Worker Progress Form.

### I. PROFESSIONAL COMPETENCIES

#### A. Comprehensive Knowledge of Students

Understanding the issues impacting a student's problem requires the utilization of many strategies. Pupil Personnel Workers develop their comprehensive knowledge of students when they

1. Recognize the worth and individuality of each student and work with each student with a fair, concerned approach
2. Counsel with the parents through home visits or parent conferences and develop social histories to determine the student's functioning
3. Communicate with school-based staff regarding their interactions, observations, and impressions of the student
4. Acquire and coordinate information from community agencies and resources which provide understanding of the student
5. Counsel students and parents regarding alternative education options and decisions

#### B. Knowledge and Utilization of Community Resources

Education of the student is a coordinated effort of the student, home, school, and community. The success of this team approach is contingent upon the Pupil Personnel Worker when they

1. Share accurate information about agency policies with students, families, and school personnel
2. Coordinate the efforts of student, parent(s), school, and community agencies to help the referred student
3. Demonstrate a knowledge of community agency referral procedures by identifying specific problems and referring students and parents to appropriate resources

#### C. Effectiveness in Team Conferences

Pupil Personnel Workers are often an integral part of the team process, which utilizes the interdisciplinary approach to problem solving. Pupil Personnel Workers contribute to teams when they

1. Interact effectively with other team members in creating a plan to ameliorate the student's problem
2. Assist other team members to gain a broader background of a specific child through social history data
3. Help interpret school system policies and procedures to other team members
4. Refer appropriate cases that require an interagency review and consultation to the Multidisciplinary team

#### D. Planning and Program Implementation

The Pupil Personnel Worker helps the student reach his/her potential through creative alternatives/modifications to the student's educational program.

Pupil Personnel Workers demonstrate ability to plan and implement flexible courses of action for students when they

1. Work with school based personnel in designing an individualized program based on the student's unique needs
2. Use a variety of methods and techniques that reflect knowledge, pragmatic experience, and creativity in developing a program

#### E. Evidence of Professional Growth

Participation in staff meetings, workshops, lectures and study groups provide opportunities for Pupil Personnel Workers to broaden their knowledge of the discipline. Pupil Personnel Workers demonstrate professional growth when they

1. Pursue BCPS inservice and graduate college credit programs
2. Develop and maintain a professional development plan that supports professional growth
3. Demonstrate through discussions, writing, or creative initiatives, current practices in the field of Pupil Personnel
4. Serve on school systems' and professional organizations' committees

#### F. Communication Skills

Working successfully with people requires the Pupil Personnel Worker to be skilled in effective communication. The Pupil Personnel Workers use communication skills to help create a climate conducive to a positive learning environment when they

1. Listen with understanding to the concerns of the student, the family, and the school personnel
2. Speak to groups of parents, school-based staff and agency personnel, employing good communication techniques that ensure cooperation for the benefit of the student
3. Write and verbally express accurate information to school system personnel, students, parents, and community agency personnel utilizing standard English

## **G. Relationship With Community Agency Personnel**

Collaborative working relationships between Pupil Personnel Workers and community agency personnel is essential in their professional interactions. Pupil Personnel Workers demonstrate this

1. Determine the appropriate agency for a referral when a student and family need assistance
2. Interpret and explain the policies and procedures of the Baltimore County Public Schools when community agency personnel want to make a request or referral

## **H. Knowledge of School Policies and Procedures**

To be effective, the Pupil Personnel Worker must be fully knowledgeable of school system policies and procedures. Pupil Personnel Workers demonstrate their knowledge of school system policies when they

1. Act as a resource person to school staff in determining appropriate action, based on Baltimore County policies and procedures
2. Provide information to students and parents regarding their rights and responsibilities
3. Explain the policies and assist with their application to events in the school system

## **I. Coordination of Family Services Interventions**

Pupil Personnel Workers service the family with multiple needs, rather than individual students when they

1. Identify families in crisis and coordinate the delivery of services to families in their feeder system
2. Manage the delivery of family services in order to avoid duplicated and fragmentation
3. Evaluate and revise the "family focused" program to maximize the involvement of various providers (counselors, nurses psychologists, social workers, other school personnel, and agency personnel)

## **II. HUMAN RELATIONS COMPETENCIES**

### **A. Rapport with Students**

The Pupil Personnel Worker demonstrates intrinsic qualities of respect, empathy, warmth, and genuineness. Rapport is characterized by verbal and nonverbal responses in developing a climate of mutual respect. Pupil Personnel Workers demonstrate their rapport with students when they

1. Create a climate of acceptance
2. Provide the student with the opportunity to freely express concerns
3. Advocate for students and families who need assistance in networking systems

### **B. Availability to Staff**

Pupil Personnel Workers are known in the schools and communities they serve. Pupil Personnel Workers demonstrate their availability to staff when they

1. Visit schools to work with staff on problems, such as low attendance, maladaptive behaviors, or dysfunctional family situations
2. Respond to referrals through home visits to help students who are identified by staff
3. Assist administrators with students who are not enrolled legally in a school program
4. Gather information to assist staff, who request community resource information for student and families

### **C. Understanding Intergroup Relationships**

Pupil Personnel Workers demonstrate a sensitivity to the mores and beliefs of the

1. Work with community groups to provide closer cooperation between the school and community personnel in obtaining mutual goals
2. Assist staff, students and families to become more sensitive to diversity issues in order to promote positive intergroup relationships

### **D. Relationship with Parents**

The Pupil Personnel Workers have a coordination role for parents in the Baltimore County Feeder System. Pupil Personnel Workers contribute to an effective working relationship when they

1. Make the parents aware of community and school-based resources and support them in the utilization of these services
2. Structure the parent conference allowing opportunities for both parent and Pupil Personnel Worker to have open and frank dialogue
3. Accept the parents' potential for change and work cooperatively with the parents in the resolution of problems

### **E. Relationship with Co-Workers**

Pupil Personnel Workers demonstrate their ability to develop positive relationships with colleagues when they

1. Function as a supportive team member in achieving goals
2. Interact cooperatively with other professionals in creating a plan of action for the student and family

### **F. Relationships with Administrative Personnel**

Pupil Personnel Workers demonstrate acceptable working relationships with administrators when they

1. Keep administrative staffs aware of significant developments regarding casework activities
2. Process administrative interaction with an open mind and with the understanding that the dialogue provides the opportunity for mutual growth.

## **G. Coordination/Collaboration in the School Feeder System**

The Pupil Personnel Workers attempt to coordinate services to families in their high school feeder system. Pupil Personnel Workers demonstrate effective collaborative/coordination skills when they

1. Effect regular communication among schools within the feeder system to better identify and service families
2. Deliver services to “families” by means of a coordinated Case Management Model

## **III. MANAGEMENT COMPETENCIES**

### **A. Management and Maintenance of Pupil Personnel Student Records**

The Pupil Personnel Worker is expected to maintain a written file on all students formally referred. Pupil Personnel Workers demonstrate appropriate management of records when they

1. Organize clearly and maintain the case record material
2. Follow Baltimore County Public Schools’ procedure for the release, removal, and destruction of students’ records

### **B. Prompt and Accurate Reports**

Prompt, accurate reports are critical in the casework process. Timing and accuracy influence the progression of a referral. Pupil Personnel Workers complete reports promptly and accurately when they

1. Record and discuss with appropriate school personnel all activities integral to the casework practice
2. Provide oral/written reports to outside agencies, promptly, with accurate casework information
3. Compile social histories, file police complaints, compose a summary letter to the State’s Attorney’s Office, and report truancy cases to juvenile services, when requests occur in the feeder system
4. Complete monthly and annual statistical information for the Office of Pupil Personnel

### **C. Dependability**

Pupil Personnel Workers demonstrate dependability when they

1. Meet required responsibilities, schedules, and appointments
2. Maintain a schedule that reflects cooperation with school and community personnel

### **D. Completion of Projects**

Pupil Personnel Workers have responsibilities related to projects that impact their schools, their administrative areas, the Office of Pupil Personnel, and Baltimore County Public Schools. They effectively complete projects, when they

1. Assist administrators in completing the requirements of the Out-of-County Project

2. Review and report the outcomes of Home Instruction families
3. Train and consult with staff, volunteers, and community agency staff in the Child/Abuse/Neglect Training

# Evaluation of School Counselor Progress

The Appraisal Process  
Baltimore County Public Schools

Non-Tenured:

Two observations each semester

One written formal evaluation at mid-year

Final written formal evaluation at end of school year

Tenured BCPS Teacher:

One observation a semester

Final written formal school

## EVALUATION OF SCHOOL COUNSELOR PROGRESS

Certified	Yes	No
Tenure		

Social Security # \_\_\_\_- \_\_\_\_- \_\_\_\_

---

Last Name \_\_\_\_\_ First Name \_\_\_\_\_ Initial \_\_\_\_\_

School \_\_\_\_\_

Assignment \_\_\_\_\_

School Year \_\_\_\_\_

Date of Last Evaluation \_\_\_\_\_

Total Years Counseling Experience \_\_\_\_\_

Years in Baltimore County \_\_\_\_\_

Years in Present Assignment \_\_\_\_\_

<b>I. PROFESSIONAL COMPETENCIES</b>	Meets Standards	Does Not Meet Standards	Overall Rating for Professional Competencies _____ Satisfactory _____ Unsatisfactory <b>Comments Mandatory</b>
A. Knowledge of the Student			
B. Developmental Guidance			
C. Clinical Counseling Skills			
D. Program Planning			
E. Program Implementation			
F. Evidence of Professional Growth			
G. Communication Skills			
H. Ethical Behavior			
I. Assessment of Student Learning			
<b>II. HUMAN RELATIONS COMPETENCIES</b>	Meets Standards	Does Not Meet Standards	Overall Rating for Human Relations Competencies _____ Satisfactory _____ Unsatisfactory <b>Comments Mandatory</b>
A. Group Relationships			
B. Relationships with Students			
C. Relationships with Administrative Supervisory Personnel			
D. Relationships with Parents			
E. Relationships with Co-Workers			
F. Contributions to Total School			
<b>BEBCO 95-450-98</b> Baltimore County Public Schools			Towson, Maryland 21204

III. MANAGEMENT COMPETENCIES	Meets Standards	Does Not Meet Standards	Overall Rating for Management Competencies	_____ Satisfactory	_____ Unsatisfactory
A. Availability to Students			<b>Comments Mandatory</b>		
B. Pupil Management					
C. Maintenance of Routine Procedures					
D. Appearance/Organization of Guidance and Counseling Area					
E. Dependability					
<b>IV. OVERALL EFFECTIVENESS OF COUNSELING SUMMARY COMMENTS MANDATORY:</b>				_____ Satisfactory	_____ Unsatisfactory

\_\_\_\_\_  
Signature of Counselor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

(The Signature indicates the teacher has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.)

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

COUNSELORS COMMENT: (Optional) May include special contributions to education on a local, County-wide, state, and/or national level, if not cited elsewhere in this report.

\_\_\_\_\_  
Other Evaluator

\_\_\_\_\_  
Date

This evaluation made in cooperation with \_\_\_\_\_

Distribution: 1 copy to counselor, 1 copy to principal, 1 copy to area office, 1 copy to Office of School Counseling

# EXPLANATION OF RATINGS

## **For Individual Standards Listed in the Three Major Areas of Competencies\***

*Meets Standards* Consistently meets the standards described in this category

*Does Not Meet Standards* Does not meet the standards described in this category

## **For Overall Assessment in Each Major Area of Competencies**

*Satisfactory* Consistently meets the standards described in the various categories

*Unsatisfactory* Does not satisfactorily meet the standards described in the various categories

## **For Overall Effectiveness of Counseling**

*Satisfactory* Is rated satisfactory in all areas of competencies

*Unsatisfactory* Is rated unsatisfactory in more than one of three major areas of competencies or is rated unsatisfactory in either professional/clinical or human relations area.

\*Major areas of competencies are professional/clinical, human relations, and management competencies

# **Counselor Competencies**

- **Professional Competencies**
  - Knowledge of Students
  - Developmental Guidance
  - Clinical Counseling Skills
  - Program Planning
  - Program Implementation
  - Evidence of Professional Growth
  - Communications Skills
  - Ethical Behavior
  - Assessment of Student Learning
  
- **Human Relationship Competencies**
  - Group Relationship
  - Relationships with Students
  - Relationships with Management Personnel
  - Relationships with Parents
  - Relationships with Co-Workers
  - Contributions to Total School
  
- **Management Competencies**
  - Availability to Students
  - Pupil Management
  - Maintenance of Routine Procedures
  - Appearance/Organization of Counseling Area
  - Dependability
  
- **Overall Effectiveness of Counseling**

# **Description of Standards**

## I. PROFESSIONAL COMPETENCIES

### A. Knowledge of Students

1. Assist students to recognize their developmental patterns and potential for growth.
2. Identify and assist students with unique needs, e.g., social, emotional, educational.
3. Demonstrate sensitivity to the various stages of the emotional and physical development of students.
4. Work from an awareness of family and community needs that impact upon students.
5. Consult with school personnel and parents to assist them in understanding students.

### B. Developmental Guidance

Counselors need to be thoroughly grounded in the principles and practices of guidance.

Counselors demonstrate competency in providing developmental guidance when they

1. Utilize an appropriate combination of classroom, individual, and small group approaches to deliver developmental guidance services.
2. Demonstrate a knowledge of the developmental growth of students.
3. Demonstrate a knowledge of assessment materials and utilization of same.
4. Demonstrate a knowledge of career-related resources and strategies that nurture career development.
5. Provide services to members of the school which nurture the development of students.
6. Provide a variety of print and nonprint resources for students, faculty, and parents on student development.
7. Demonstrate a general knowledge of the curricular offerings.

### C. Clinical Counseling Skills

Counselors need to be thoroughly grounded in the theories and practices of professional clinical counseling. Counselors demonstrate this competency when they

1. Demonstrate skills in identifying varying students needs and problem analysis.
2. Employ appropriate clinical counseling intervention based upon sound counseling theories.
3. Utilize both individual and group counseling to meet the identified student needs appropriately.
4. Understand and appropriately apply crisis counseling interventions.
5. Assess the impact of the respective counseling strategies on the client(s).
6. Demonstrate effective consultation skills with parent, teacher, and school teams.
7. Make appropriate referrals.

### D. Program Planning

Knowledge of guidance and counseling alone is of limited use unless accompanied by an ability to develop, manage, and evaluate a school counseling program within the guidelines established in the *Essential Guidance Program, PreK-12*. Counselors demonstrate this competency when they

1. Develop a school counseling program plan based on assessed needs of students.
2. Adapt programs to the varying abilities and interests of students and to different school and community needs based upon a variety of evaluating techniques.
3. Identify available resources both within the school system and the community.
4. Include significant personnel in the planning process.
5. Assist students in meeting targeted student indicators for skills, learnings, and behaviors.

### E. Program Implementation

Counselors have the responsibility to assure that the students receive school counseling services in accordance with the *Essential Guidance Program, PreK-12*, and the school's counseling program plan. Counselors demonstrate this competency when they

1. Deliver a program of services that corresponds to the school's School Counseling Program Plan
2. Manage time in a way that results in the realization of planned services and crisis intervention needs.
3. Utilize resources necessary for the success of the program plan.
4. Implement a program evaluation process that includes a needs assessment, and interim and impact evaluation.

### F. Evidence of Professional Growth

Professional School Counselors

1. Take inservice and graduate courses in counseling related fields.
2. Participate in county-level and state professional meetings.
3. Utilize creative strategies from professional journals and books.
4. Hold membership or participate in professional counseling organizations.
5. Share professional competencies with other counselors.
6. Use current ideas and materials to adapt and supplement school counseling program.
7. Serve as mentors to other school counselors.

## G. Communications Skills

1. Present ideas clearly and at the appropriate level for each individual or audience.
2. Communicate successfully with individual students, small groups, and large groups.
3. Respond to questions and comments in a manner which helps others achieve greater self awareness.
4. Model appropriate social and medication skills.

## H. Adherence to Professional Ethical Standards

1. Adhere to the Ethical Standards of the American Counseling Association and the American School Counselors' Association.
2. Respect the confidentiality of counselees and understand the privacy of student records.
3. Understand and follow principles of ethical practices related to "duty to warn".
4. Conduct oneself as a professional school counselor.
5. Avoid dual relationships in counseling commitments to counselees.
6. Seek feedback from supervisory personnel on ethical practices.

## I. Assessment of Student Learning

1. Assess the learning of students.
2. Assess impact of counseling intervention students' attainment of targeted indicators.
3. Provide for assessments in program plan.
4. Adjust plan as indicated from assessment results.

## II. HUMAN RELATIONS COMPETENCIES

### A. Group Relationships

The knowledge of how people function in groups and how groups can improve relations with one another is important for all school counselors. An awareness of one's assumptions and feelings about groups is important to provide a positive learning climate. A knowledge of and sensitivity to the customs and feelings of the ethnic, racial, or religious groups represented in the local school community is important. School counselors demonstrate this competency when they

1. Nurture the development of positive intergroup and intragroup relations.
2. Strive to eliminate stereotyping and encourage an appreciation for the customs and traditions of individuals and groups.
3. Foster a school climate in which respect for one another is highly valued and prejudicial remarks are unacceptable.
4. Foster multicultural and cross-cultural awareness.

### B. Relationships with Students

When working with students, counselors must demonstrate effective human relations and communication skills. Rapport with students is characterized by both verbal and nonverbal actions. Counselors demonstrate this competency when they

1. Act in a manner which fosters and reflects cooperation, mutual respect, and student growth.
2. Encourage open communication with students.
3. Foster helping relationships with students through counseling.
4. Identify with anticipated student outcomes from the counseling interaction.

### C. Relationships with Management Personnel

The ability to work cooperatively with management personnel is basic to the implementation of a successful guidance program. Counselors demonstrate this competency when they

1. Maintain open communication.
2. Seek cooperation in planning implementing, and evaluating the total guidance program in accordance with the Essential Guidance Program, PreK-12.
3. Negotiate adjustments to a school's counseling program plan according to identified needs and changing situations.
4. Seek clarification of administrative policies and procedures.
5. Seek clarification of issues related to the implementation of the total school counseling program.
6. Generate and share suggestions with management personnel directed toward the improvement of school counseling services to all students.

### D. Relationships with Parents

Cooperation among the professional and classified staff is an essential component of a school's operation. Counselors demonstrate this competency when they

1. Initiate contacts with parents.
2. Respond to concerns and questions of parents.
3. Interpret the school's philosophy and program to parents.
4. Interpret the program of guidance and counseling services and the role of the school counselor to parents.
5. Identify, define, and attempt to resolve problems or concerns cooperatively with parents.
6. Provide professional counseling consultation to parents.

7. Involve parents through the Guidance Advisory Council.

#### E. Relationship with Co-Workers

Cooperation among the professional and classified staff is an essential component of a school's operation. Counselors demonstrate this competency when they

1. Utilize effective human relations and communication skills with other staff members.
2. Provide assistance as appropriate to other members of the staff.
3. Function as effective team members.
4. Consult with staff about students and provide services accordingly.

#### F. Contributions to the Total School

Counselors contribute to the school when they

1. Accept responsibility for assignments appropriate to the role of the counselors.
2. Are active members of school, countywide, and other educational committees.
3. Show interest and demonstrate an involvement in the total educational program.

### III MANAGEMENT COMPETENCIES

#### A. Availability to Students

Counselors must demonstrate their willingness to be available to students if they are to serve the needs of all students. Much of the demand for counseling services can originate spontaneously if counselors maintain a highly visible profile. Counselors demonstrate this competency when they

1. Orient students to the guidance services.
2. Maintain a planned but flexible schedule which permits students to obtain appointments as soon as possible.
3. Are available to accommodate emergency counseling situations.
4. Are available to students informally in settings other than the guidance office.
5. Initiate student contacts and are sought by students for counseling.
6. Are available to accommodate conferences with parents, students, and teachers.

#### B. Pupil Management

School Counselors have the responsibility for establishing and maintaining an environment conducive to the delivery of school counseling services and consistent with school policy. Counselors demonstrate this competency when they

1. Maintain clearly defined procedures for effecting counselor-student contacts.

2. Maintain a warm and inviting office environment.
3. Encourage student behavior appropriate to the planned guidance activity.
4. Demonstrate support for school discipline by responding to the student behavior in a manner consistent with existing school and county policies.

#### C. Maintenance of Routine Procedures

School Counselors must consistently plan procedures for the effective utilization of time and materials. Counselors demonstrate this competency when they

1. Adhere to the rules, guidelines, and administrative procedures established by the Board of Education and the school administration.
2. Use and manage counselor time in a productive and effective manner.
3. Manage information and data effectively.
4. Share their school counseling program plan with key school personnel.

#### D. Appearance/Organization of Guidance and Counseling Area

The guidance and counseling area should reflect the philosophy of the school counseling program. Counselors demonstrate this competency when they

1. Maintain a safe, attractive, and inviting area appropriate to the activity in progress.
2. Arrange furniture, materials, and equipment for the most effective student and parent use.
3. Use the area to enhance the school counseling program.

#### E. Dependability

Counselors demonstrate dependability when they

1. Adhere routinely to established time schedules.
2. Appear for appointments and other reacquired responsibilities.
3. Maintain a good attendance record; do not misuse leave provisions.
4. Complete reports promptly and accurately.
5. Implement the defined school counselor role.

# Evaluation of School Social Worker Progress

The Appraisal Process  
Baltimore County Public Schools

- Evaluation of Social Worker Progress Form
- Evaluation of Social Worker Clinical Progress
- Explanation of Ratings
- Description of Standards

# EVALUATION OF SOCIAL WORKER PROGRESS

LICENSED       YES  NO  
 TENURE         YES  NO

\_\_\_\_\_  
 Last Name                      First Name                      Initial

Office \_\_\_\_\_

Assignment \_\_\_\_\_

- |          |          |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Social Security No. \_\_\_\_\_ School Year \_\_\_\_\_

Date of Last Evaluation \_\_\_\_\_

License Expiration Date \_\_\_\_\_

Total Years Employed in Baltimore County \_\_\_\_\_

Total Years School Social Work Experience \_\_\_\_\_

Total Years Social Work Experience \_\_\_\_\_

**CURRENT EDUCATIONAL BACKGROUND**

Master's + \_\_\_\_\_ Master's + 60 \_\_\_\_\_ Other \_\_\_\_\_

Master's + 30 \_\_\_\_\_ Doctorate \_\_\_\_\_

**To be Completed by Clinical Supervisor**

I. PROFESSIONAL CLINICAL COMPETENCIES	Meets Standards	Needs Improvement
A. Knowledge/Expertise of the School Community/Client Systems		
B. Service/Program Planning		
C. Service/Program Implementation		
D. General Knowledge/Expertise in the Area of Specialization		
E. Application of Planned Intervention Strategies		
F. Evidence of Professional Growth		

Overall Rating for Professional Clinical Competencies.  
Comments:

**To be Completed by Site-Based Administrator**

II. HUMAN RELATIONS COMPETENCIES	Meets Standards	Needs Improvement
A. Relationships with Students		
B. Relationships with Parents		

Overall Rating for Human Relations Competencies.  
Comments:

C. Relationships with Colleagues (within)		
D. Relationships with Administrators		
E. Relationships with Interagency Colleagues		
F. Communication Skills		

**To be Completed by Site-Based Administrator**

<b>III. MANAGEMENT COMPETENCIES</b>	<b>Meets Standards</b>	<b>Needs Improvement</b>
A. Availability to Serve Clients/Client Systems		
B. Organization of Routine Procedures and Activities		
C. Dependability		

Overall Rating for Management Competencies. Comments:
--

**IV. OVERALL EFFECTIVENESS OF SCHOOL SOCIAL WORK SERVICES**

Summary Comments:

- Satisfactory
- Unsatisfactory

Signature of Social Worker	Date	Signature of Principal (Evaluator)	Date	Signature of Clinical Supervisor	Date
				Other Evaluator	Date

**[The signature indicates the Social Worker has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.]**

Social Worker's Comments: (Optional) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Distribution: 1 Copy to School Social Worker - 1 Copy to Coordinator/Supervisor - 1 Copy to Department of Student Services - 1 Copy to Personnel Office**

Revised: 03/01/06

# EVALUATION OF SOCIAL WORKER CLINICAL PROGRESS

LICENSED     YES     NO  
 TENURE       YES     NO

\_\_\_\_\_

Last Name	First Name	Initial
Office _____		
Assignment _____		
1. _____	4. _____	
2. _____	5. _____	
3. _____	6. _____	

Social Security No. \_\_\_\_\_ School Year \_\_\_\_\_

Date of Last Evaluation \_\_\_\_\_

License Expiration Date \_\_\_\_\_

Total Years Employed in Baltimore County \_\_\_\_\_

Total Years School Social Work Experience \_\_\_\_\_

Total Years Social Work Experience \_\_\_\_\_

## CURRENT EDUCATIONAL BACKGROUND

Master's + \_\_\_\_\_ Master's + 60 \_\_\_\_\_ Other \_\_\_\_\_

Master's + 30 \_\_\_\_\_ Doctorate \_\_\_\_\_

### To be Completed by Clinical Supervisor

I. PROFESSIONAL CLINICAL COMPETENCIES	Meets Standard s	Needs Improvement
A. Knowledge/Expertise of the School Community/Client Systems		
B. Service/Program Planning		
C. Service/Program Implementation		
D. General Knowledge/Expertise in the Area of Specialization		
E. Application of Planned Intervention Strategies		
F. Evidence of Professional Growth		

Overall Rating for Professional Clinical Competencies.  
Comments:

  
  
  
  

### II. OVERALL EFFECTIVENESS OF SCHOOL SOCIAL WORK SERVICES

Clinical Supervisor's Comments:

\_\_\_\_\_  
 Signature of Social Worker                      Date                      Signature of Principal (Evaluator)                      Date                      Signature of Clinical Supervisor                      Date

\_\_\_\_\_  
 Other Evaluator                      Date

[The signature indicates the Social Worker has read the report and a conference was held. This does not necessarily indicate agreement with the evaluation.]

**Distribution: 1 Copy to School Social Worker - 1 Copy to Coordinator/Supervisor<sup>56</sup> 1 Copy to Department of Student Services - 1 Copy to Personnel Office**



# EXPLANATION OF RATINGS

## **For Individual Standards Listed in the Three Major Areas of Competencies\***

<i>Meets Standards</i>	Consistently performs as described in this category in a satisfactory, very good, or outstanding manner
<i>Does Not Meet Standards</i>	Does not meet the standards described in this category

## **For Overall Assessment in Each Major Area of Competencies**

<i>Satisfactory</i>	Consistently meets the standards described in categories of the major areas of competencies in an acceptable manner
<i>Unsatisfactory</i>	Does not satisfactorily meet the standards described in categories of the major areas of competencies

## **For Overall Effectiveness of Social Worker**

<i>Satisfactory</i>	Is rated at least satisfactory in all areas of competencies
<i>Unsatisfactory</i>	Is rated as unsatisfactory in one or more of three major areas of competencies*

*\*Major areas of competencies are professional/clinical, human relations, and management competencies*

Since professional/clinical competencies are a significant and special aspect of this employee, it should weigh heavily on the evaluation.

# **Description of Standards**

## I. PROFESSIONAL CLINICAL COMPETENCIES

### A. Knowledge and Expertise of the School Community and Client Systems

Effective school social work services requires a general knowledge base of social work methods and practice, school social work and an understanding of the uniqueness of individual school communities. Understanding of a given school's community suggests familiarity and comfort with the given culture and with its members. Social workers reflect this knowledge and ability when they:

1. Recognize and encourage the potential of each student.
2. Identify special needs children and the special needs of children and plan appropriate interventions.
3. Are sensitive and responsive to issues related to diversity.
4. Solicit and examine information from various sources on factors that impact on the school community.

### B. Service of Program Planning

Effective and thorough planning is essential to optimizing service effectiveness. In general, all service interventions are enhanced by deliberate and thoughtful planning activities. Social workers demonstrate this competency when they:

1. Develop short and long term goals based upon needs assessments.
2. Use a variety of methods and Individualized techniques consistent with the situation being reviewed or assessed.
3. Identify appropriate and available resources both within and outside the school system.
4. Include appropriate staff and resources in the planning process.

### C. Program Implementation

Social workers have a responsibility to ensure that programs and/or services are provided/implemented in accordance with social work ethics, NASW-Standards for School Social Work Practice, the Baltimore County Public Schools' School Social Work Service Model, Baltimore County Public Schools' policy and procedures and individual school priorities.

1. Utilize resources appropriately or as necessary in implementing a service or program.
2. Deliver a program or service that responds

to an assessed need.

3. Deliver a program or service in a logical and sequential manner.
4. Employ varied strategies or modalities suitable to the objectives, the students and the setting.
5. In general, are aware of and comply with pertinent Baltimore County Public Schools' policy and procedures.

### D. General Knowledge/Expertise in the Area of Specialization

The social worker is expected to exhibit expertise relative to general social work knowledge and more specifically, school social work. The social worker demonstrate this competency when they:

1. Effectively assess factors which influence student achievement.
2. Utilize a variety of modalities and resources to complete a comprehensive needs assessment of a presenting problem.
3. Plan and/or recommend intervention strategies commensurate based upon accepted social work theoretical foundations.

### E. Application of Planned Intervention Strategies

School social workers are ultimately responsible for enhancing the educational program or milieu. Social workers may demonstrate this competency when they:

1. Provide consultation to colleagues and staff that may have otherwise not have been considered.
2. Demonstrate effective methods and techniques in implanting planned strategies.
3. Demonstrate creativity and adaptability in providing services, both direct and indirect, commensurate with a situational diagnosis or assessment.
4. Plan and conduct appropriate reviews of evaluations of service or program.

### F. Evidence of Professional Growth

Activities that improve a social worker's skills through participation in professional growth experiences also improve competency. Participation may range from the individualized activity of reading professional materials to the broad experience offered by involvement in group activities. It implies an association and an involvement with others at a professional level

from which skill development will result. Social workers demonstrate professional growth when they:

1. Seek the professional assistance and implement the suggestions of colleagues, assistant principals, principals, supervisors, and other appropriate personnel.
2. Take courses at in-service and graduate levels.
3. Participate in county-level or local workshops.
4. Read professional journals and books.
5. Participate in specialized professional committees.
6. Implement current research and developments in their practice.
7. Share professional competencies with other social workers.
8. Evaluate their own competencies objectively as a basis for continued professional growth.

## II. HUMAN RELATIONS COMPETENCIES

### A. Relationships with Students

An effective student – social workers relationship is based upon the ability of the social worker to demonstrate intrinsic qualities of respect, empathy, and genuineness. Rapport is characterized by verbal and nonverbal responses in developing a climate of mutual respect. Social workers demonstrate this competency when they:

1. Interact with the student in a nonjudgmental manner that promotes feelings of trust, safety, and respect.
2. Provide the student with the opportunity to freely express concerns and structure an atmosphere of unconditional acceptance.
3. Establish guidelines which ensure confidentiality of information.
4. Provide an appropriate place and time to meet with the student.

### B. Relationships with Parents

Effective human relations and communication skills in parental contacts benefit students and parents. Social workers demonstrate this competency when they:

1. Initiate contacts with parents.
2. Respond to concerns and questions of parents.
3. Function as an advocate on behalf of children and families.

4. Interpret the school's philosophy and program to parents.
5. Interpret the program of social work services and the role of the social worker to parents.
6. Identify, define and attempt to resolve problems or concerns cooperatively with parents.
7. Empower parents to function effectively as parents and as educational advocates on behalf of their children.

### C. Relationships with School System Colleagues

Collegial cooperation among all staff members is an essential component of a school's operation. Social workers demonstrate this competency when they:

1. Utilize effective human relations and communication skills with other staff members.
2. Provide assistance as appropriate to other members of the staff.
3. Function as effective team members.
4. Confer with staff about students and provide services accordingly.

### D. Relationships with Administration

The ability to work cooperatively with administrative personnel is basic to the implementation of a successful social work program. Social workers demonstrate this competency when they:

1. Maintain open communication.
2. Seek cooperation in planning, implementing, and evaluating the total social work program.
3. Negotiate adjustments to the Baltimore County Public Schools Social Work Model according to identified needs and changing situations.
4. Seek clarification of administrative policies and procedures.
5. Respectfully and appropriately advocate for students and families on a case level and propose programs and policies that support student success.

### E. Relationships with Interagency Colleagues

Cooperative working relationships between school social workers and outside or interagency colleagues is fundamental to effective social work service and advocacy. Knowledge of accessing services on behalf of students and families is of basic importance in

this process. Social workers demonstrate this competency when they:

1. When, as a result of active learning, they become knowledgeable about pertinent community resources.
2. Determine the appropriateness of a case referral, based upon the knowledge of an agency's mandate and functions.
3. Interact with agency personnel in ways that promote service to schools.
4. Cooperatively maintain relationships with agency personnel as determined by casework or program activities
5. Interpret and explain the policies and procedures of the Baltimore County Public Schools to community agency personnel.
6. Communicate the recommendations of community agency personnel to school personnel.

#### **F. Communication Skills**

Effective communication is an essential ingredient in all human enterprise. Social workers demonstrate this competency when they:

1. Present ideas clearly and at the appropriate level for each audience.
2. Exhibit respectful listening skills – listen carefully and thoughtfully.
3. Respond to questions and comments in a manner which helps others achieve greater self-awareness.
4. Clarify communication received, i.e., active listening skills or questioning in a manner that promotes positive interaction.
5. Give and use non-verbal cues to support effective communication.
6. Use clear, standard English when speaking and writing.
7. Prepare thorough and salient written reports.

### **III. MANAGEMENT COMPETENCIES**

#### **A. Availability to Serve Clients/Client Systems**

Social workers must demonstrate their willingness and ability to be available to client/client systems (i.e., children, families, neighborhoods, school staffs, etc.) if they are to serve the needs of the school. Much of the demand for services originate spontaneously. Social workers demonstrate this competency when they:

1. Introduce and orient clients to social work services.
2. Maintain a planned but flexible schedule which permits students and others desiring service to obtain appointments as soon as possible.
3. Are available to accommodate emergency situations.
4. Are available to students informally in settings other than the formal office.
5. Initiate student contacts and are sought by students for service.

#### **B. Organization of Routine Procedures and Activities**

Social workers must consistently plan procedures for the effective utilization of time and materials. Social workers demonstrate this competency when they:

1. Adhere to rules, guidelines, and administrative procedures established by the Board of Education and the school
2. Use and manage time in a productive and effective manner.
3. Manage information and data effectively.
4. Maintain an organized record keeping system.

#### **C. Dependability**

Dependable social workers met required responsibilities, schedules, appointments, and timelines. They demonstrate this competency when they:

1. Adhere consistently to established time schedules.
2. Appear for appointments and specific responsibilities.
3. Maintain continuity in the program.
4. Maintain a good attendance record. Do not misuse leave provisions.
5. Complete reports promptly and accurately.
6. Follow through, as appropriate or necessary, to monitor effect of service and status of situation.