FIELD WORK EVALUATION FOR HUMAN SERVICES LEADERSHIP
[TRACK A/LEADERSHIP AND MACRO PRACTICE]

Student Name: __________________________
Agency Name: __________________________

Field Instructor: _________________________
Faculty Advisor: _________________________

Period Covered: Fall □ Date ___________  Spring □ Date ___________

Description of Basic Agency Services:
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Description of Learning Assignments:
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Please indicate the macro practice tasks for this student. (Check all that apply for this semester.)

- Represents agency/program/unit on a committee, task force, coalition
- Organizes and implements training for staff/constituents
- Participates in budget analysis, preparation and/or implementation
- Prepares and/or implements public relations materials
- Supervises a staff member or volunteer
- Evaluates staff/conducts performance appraisals
- Staffs a committee or task group
- Develops a new service or program
- Works in policy arena with legislative bodies
- Plans and implements program evaluation or QI projects
- Develops procedures to improve internal work systems
- Recommends and/or develops new or changed agency policy
- Engages in fundraising
- Plans and conducts meetings
- Works w/board of directors
- Develops a proposal for external fundraising
- Plans and implements workshop/conference
- Develops procedures for program implementation
Works with community groups or consumers of service  □ Plans and conducts a needs assessment (community, staff, etc.)  □ Serves as liaison between agency and other service delivery systems

Serves as a team member  □ Serves as a team leader  □ Prepares agency manual(s)

Develops and implements program/agency marketing plan  □ Assesses organizational operations (e.g. MIS, technology, resources, work flow, structure, evaluations)  □ Plans and implements special projects (e.g. cultural competency, strategic planning, CQI)

OTHER (please specify)

Evaluation Rubrics

1. **Not Competent:** Student does not demonstrate any evidence of competency in this area.
2. **Developing Competency:** Student performance is below the expected level; student provides inconsistent evidence of competency.
3. **Competent:** Student is able to demonstrate proficiency on a consistent basis in the understanding of key concepts or acquisition of skills taught.
4. **Advanced Competence:** Student exceeds basic standards for competency on a consistent basis.
5. **NR: Not rated:** Assessor has insufficient evidence to rate competency in this area.

Evaluation of Advanced Skills:

- At mid-year (January), although the student may already be competent in some areas, many areas may still be developing.
- By the end of the year, the student is expected to demonstrate overall proficiency in each competency that is evaluated, i.e. an average rating of “3” for the competency.
- Ratings of “4” should be reserved for truly remarkable performance.
- All ratings should be substantiated through specific examples.

**COMPETENCY #1: IDENTIFY AS A PROFESSIONAL SOCIAL WORKER AND CONDUCT ONESelf ACCORDINGLY**

1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence  NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

**Practice Behavior 1:** Perform leadership and macro practice roles and activities in ways that reflect the social work profession and its ethical standards.

1. Works collaboratively with colleagues and stakeholders in projects, meetings, etc.  □  □  □  □  NR

2. Presents oneself professionally in dress and demeanor  □  □  □  □  NR
3. Represents the agency articulately within the community 1 2 3 4 NR

4. Demonstrates ability to maintain boundaries with constituents and staff 1 2 3 4 NR

5. Maintains/follows agency protocol for resolving problems 1 2 3 4 NR

Please comment on student’s overall professional behavior, with specific examples supporting ratings.

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COMPETENCY #2: APPLY SOCIAL WORK PRINCIPLES TO GUIDE PROFESSIONAL PRACTICE

1 = Not competent 2 = Developing competency 3 = Competent 4 = Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

A. Practice Behavior 2: Use ethical frameworks and reasoning to analyze policy and practice issues affecting macro and advanced generalist social work practice.

1. Understands and applies the Code of Ethics in the leadership role and tasks. 1 2 3 4 NR

Please comment on student’s overall ethical behavior, with specific examples supporting ratings.

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COMPETENCY #3: APPLY CRITICAL THINKING TO INFORM AND COMMUNICATE PROFESSIONAL JUDGMENTS

1 = Not competent 2 = Developing competency 3 = Competent 4 = Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 3: Apply critical thinking to a range of leadership and macro practice challenges in the context of organizations and communities and those affected by these contexts.

1. Applies appropriate decision-making frameworks to guide actions. 1 2 3 4 NR

2. Considers multiple courses of action relevant to assigned leadership activities. 1 2 3 4 NR

Please comment on student’s overall ability for critical thinking, with specific examples supporting ratings.

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COMPETENCY #4: ENGAGE DIVERSITY AND DIFFERENCE IN PRACTICE

1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 4: Promote policies and practices to facilitate a multicultural workplace and culturally competent service delivery.

1. Supports programs and practices that encourage the development of culturally sensitive policy changes and/or program development, especially with reference to oppressed, discriminated or vulnerable groups 1 2 3 4 NR

2. Demonstrates culturally sensitive awareness in regard to staff and constituents 1 2 3 4 NR

3. Demonstrates respect to cultural differences and power inequities in interactions with colleagues, staff and constituents 1 2 3 4 NR

Please comment on student’s overall ability for engaging diversity in his/her practice, with specific examples supporting ratings.

COMPETENCY #5: ADVANCE HUMAN RIGHTS AND ECONOMIC AND SOCIAL JUSTICE

1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 5: Identify and address agency structures that promote human rights.

1. Demonstrates an ability to analyze an agency’s policies and practices 1 2 3 4 NR

2. Demonstrates ability to enhance current agency policies or practices that promote human rights 1 2 3 4 NR

Please comment on student’s overall ability for advancing human rights and social and economic justice in his/her practice, with specific examples supporting ratings.
COMPETENCY #6: ENGAGE IN RESEARCH-INFORMED PRACTICE AND PRACTICE-INFORMED RESEARCH

1 = Not competent  2 = Developing competency  3 = Competent  4 = Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 6: Promote collaborative leadership practices in organization and communities that are research-informed.

1. Consults and uses existing research literature prior to implementation of administrative assignments (program planning, proposal writing, evaluation, supervision, etc.)

Please comment on student’s overall ability for using research-informed practice and practice-informed research, with specific examples supporting ratings.

COMPETENCY #7: APPLY KNOWLEDGE OF HUMAN BEHAVIOR AND THE SOCIAL ENVIRONMENT

1 = Not competent  2 = Developing competency  3 = Competent  4 = Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 7: Apply theoretical models of individual, group, community and organizational behavior for the design and development of effective organizational and community programs and policies.

1. Demonstrates ability to select and apply appropriate theoretical frameworks in designing and implementing agency policies and/or programs

Please comment on student’s overall ability for applying knowledge of human behavior in the social environment, with specific examples supporting ratings.
COMPETENCY #8: ENGAGE IN POLICY PRACTICE TO ADVANCE SOCIAL AND ECONOMIC WELL BEING AND TO DELIVER EFFECTIVE SERVICES

1 = Not competent    2 = Developing competency    3 = Competent    4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 8: Analyze public, organizational and community policies to determine the extent to which they are reflective of human rights and social justice and advocate for change.

1. Organizes colleagues and constituents in advocacy actions to create an equitable, effective and inclusive work environment

2. Develops program models or leadership tasks that advance human rights for all

Please comment on student’s overall ability to engage in policy practice, with specific examples supporting ratings.

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COMPETENCY #9: RESPOND TO CONTEXTS THAT SHAPE PRACTICE

1 = Not competent    2 = Developing competency    3 = Competent    4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 9: Design programs and/or policies that respond to changes in agency and community environments and address trends in the larger political, economic and social environments.

1. Evaluates current trends in leadership and policy practice and their impact on planning and implementation

2. Invites and accepts input from constituents on organizational policies and practices

3. Utilizes input in policy and program planning and implementation

4. Demonstrates flexibility in thinking and actions when completing administrative tasks

Please comment on student’s overall ability to respond to contexts that shape practice, with specific examples supporting ratings.

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COMPETENCY #10A: ENGAGE INDIVIDUALS, FAMILIES, GROUPS, ORGANIZATIONS AND COMMUNITIES
1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 10a: Engage multiple and diverse stakeholders in capacity building, problem-solving
and decision-making process.

1. Takes initiative in identifying and promoting involvement of relevant stakeholders

2. Demonstrates ability to listen to others and respond empathically

Please comment on student’s overall ability to engage the client system.
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COMPETENCY #10B: ASSESS INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES
1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 10b: Develop assets-based inclusive organizational and community assessments

1. Facilitates inclusive community or organizational assessments that are strengths-based and collaborative

Please comment on student’s overall ability to assess the client system.
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COMPETENCY #10C: INTERVENE WITH INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES
1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 10c: Engage in inclusive planning and advocacy to improve opportunities, increase resources, change institutions, increase empowerment and build capacity for individuals, families, groups, organizations and communities.

1. Engages collaboratively with various stakeholders around targeted or desired change
   1 2 3 4 NR

2. Develops plans for program models, organizational change or policy advocacy that are well-thought out and researched
   1 2 3 4 NR

3. Develops plans for program models, organizational change or policy advocacy that reflect values of human rights and social justice
   1 2 3 4 NR

Please comment on student’s overall ability to intervene in the client system.
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COMPETENCY #10D: EVALUATE INDIVIDUALS, GROUPS, ORGANIZATIONS AND COMMUNITIES
1 = Not competent  2 = Developing competency  3 = Competent  4= Advanced Competence
NR = Unable to rate (insufficient evidence or behavior has not been taught yet)

Practice Behavior 10d: Use collaborative evidence-based research to evaluate services and programs for access, responsiveness, effectiveness and relevance.

1. Selects appropriate method(s) to evaluate programs, service or policies completed as part of the student’s administrative assignment
   1 2 3 4 NR

2. Analyzes the results of the evaluation relative to the assignment
   1 2 3 4 NR

3. Completes self-assessment of skills developed in field placement
   1 2 3 4 NR

Please comment on student’s overall ability to evaluate his/her work with the client system.
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General Summary: Please individualize the student, commenting on learning patterns and on areas where additional effort is needed.

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Student’s Comments Regarding the Learning Experience: (Students should refer specifically to those experiences found to be most productive.)

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Overall, this student has performed in the field instruction course for the semester at the following level:

☐ Not Competent: Student does not demonstrate any evidence of competency overall  
  *At mid-year, this rating will require an Administrative Review. At end-of-year, this rating represents a failing grade for field work.*

☐ Developing Competency: Student performance is below the expected level overall; student provides inconsistent evidence of competency. *This rating is a valid option only for mid-year, at which point an Administrative Review may be required*

  ☐ Student is performing at a level expected at mid-year. Student is expected to be competent by the end of placement. Administrative review is not recommended at this time.

  ☐ Student’s performance below level expected at mid-year. Student performance may not improve sufficiently by end of placement. Administrative review is recommended.
A student performing below expected levels/inconsistently at end-of-year should be rated as Not Competent.

☐ Competent: Student is able to demonstrate proficiency on a consistent basis in the understanding of key concepts of acquisition of skills taught.

   At end-of-year, this rating represents a passing grade for field work.

☐ Advanced Competency: Student exceeds basic standards for competency on a consistent basis.

   This rating is reserved for exceptional performance.

Signature of Field Instructor: ___________________________ Date: ___________________________

Signature of Student: ___________________________ Date: ___________________________

To the Student: Your signature indicates that you have read this evaluation. In the event you do not agree with any aspect of this judgment of your performance by your field instructor, append a statement describing your specific disagreements and reasons for them.