

FINAL EVALUATION
Second Year Advanced Field
MANAGEMENT & PLANNING

GENERAL INSTRUCTIONS:

This form is designed to be completed as a fillable PDF document, and it is fully functional in the free Acrobat Reader (<http://www.adobe.com/products/reader.html>). Please avoid using in-browser viewers such as Preview (Mac) or File Viewer (Windows). If you need technical assistance with this form, please contact Liz Taing at 510-642-1306. Please email the completed form to your assigned Field Consultant. Thank you!

Today's Date

Student Last Name

Student First Name

SID#

Applicable Specialty Areas – Check all that apply:

- IV-E Child Welfare
- PPSC/School Social Work
- MSW-MPH Joint Degree Program
- MSW-PHD Combined Program

Name of Field Placement Agency

Address/Program Location of Student's Primary Placement Assignment

Primary Field Instructor Name

Email Address

Phone #

Secondary Field Instructor Name

Email Address

Phone #

Berkeley Social Welfare Field Consultant Name

Email Address

Phone #

FIELD PLACEMENT HOURS VERIFICATION:

First Year Foundation Field students are expected to have completed a minimum of **720 hours** by the end of field placement. Weekly instruction is expected to have occurred at intervals of no less than one dedicated hour per week.

Total number of hours student completed by end of placement:

Weekly instruction occurred at intervals of no less than one dedicated hour per week: Yes No

Plan to make up deficient placement hours and/or weekly instruction, if applicable:

How to Complete This Evaluation:

The Final Evaluation is intended to open a summative dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. This discussion should occur in a meeting scheduled specifically for this purpose, and requires advance preparation by both the field instructor and the student.


To prepare for this discussion the field instructor and student should review the learning agreement; become familiar with this evaluation tool, the 12 holistic competencies and their component parts; refer to relevant samples, or observations of the student's work; and collect observations from other colleagues with whom the student has worked.

After reviewing these items together, the field instructor should decide a rating for each of the component items (*improvement desired, competence, mastery, or unable to assess*), and then enter a global rating for each holistic competency area on a 1 to 5 scale (1-*not proficient*, 3-*competent*, 5-*exceptional mastery*, or *unable to assess*). Field instructors may approximate to the nearest .50 increment. For each holistic competency area, field instructors should comment in the boxes provided on specific behaviors or observations that demonstrate strengths; and describe in behavioral terms how competence in this area could be strengthened. For numerical scores in the low range (<1.5) or high range (>4.5), please substantiate the low or high ratings with greater specificity. Frank evaluation of professional competency assessment is extremely important to student learning. Although your student may be graduating, your evaluation will help him or her to set new learning goals as an entry level MSW professional. Field instructors are encouraged to round down, and to avoid inflating ratings.

At the end of the form, field instructors must recommend that the student receive a Satisfactory or Unsatisfactory Grade (or make a "Request for Consultation") to the assigned field consultant who is responsible for making the final grade determination. Field instructors, students, and field consultants are all provided with a box to provide any closing or summary thoughts or concerns. If you have questions about how to evaluate your student, please contact your assigned field consultant.

If you need technical assistance in completing the form, please contact Liz Taing at 510-642-1306 or swfield@berkeley.edu.

Tips for Working with Fillable PDF Forms:

1. Use the free Adobe Acrobat Reader (version 8 or higher) to complete this form. Features have been enabled to allow you to save and print a copy of the completed form in Reader. Adobe Acrobat Reader is available for free download from the following web site: <http://www.adobe.com/products/acrobat/readstep.html>.
2. Save the form to your computer before completing it. Avoid completing this form online within your web browser – you run the risk of losing form data and having to start over. Instead, complete it in the Acrobat Reader application on your computer hard drive, independently from your browser or your Internet connection.
3. Use the "zoom-in" (+) and "zoom-out" (-) features in the Reader toolbar to magnify the form and make it easier to read and complete.
4. To make form fields easier to identify, click the Highlight Fields button on the purple document message bar. Form fields appear with a light blue colored background.
5. Click inside a text field to type. For check boxes or selection buttons, click the option you want to select.
6. Press Tab to move forward or Shift + Tab to move backward.
7. To save the form, click the disk icon  in the toolbar at the upper left of the window. Then rename the file and save the form with your information.

1. Engagement with Individuals, Families, Groups, Organizations, and Communities:

Establishes contact, builds rapport, forms working relationships, and invites a diverse array of clients, stakeholders, and/or community partners to participate in clinical services and/or administrative projects.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Does not reach out to key stakeholders; ignores or passively approaches	<input type="checkbox"/> Identifies and reaches out to most stakeholders on multiple levels of systems (program, agency, and community)	<input type="checkbox"/> Strategically identifies and reaches out to influential stakeholders on multiple levels of key systems (program, agency, and community)	<input type="checkbox"/>
<input type="checkbox"/> Unable to introduce self, role and goals to a variety of stakeholders	<input type="checkbox"/> Introduces self, role and goals to a variety of stakeholders in a clear manner	<input type="checkbox"/> Introduces self, role and goals to a side variety of stakeholders in a clear, concise, and inviting manner	<input type="checkbox"/>
<input type="checkbox"/> Unable to establish rapport with stakeholders; unable to discover their interests and agendas	<input type="checkbox"/> Establishes rapport with most stakeholders; elicits their interests, agenda, and investment	<input type="checkbox"/> Establishes rapport even with highly reluctant stakeholders; attunes to their interests and agenda; strengthens their investment	<input type="checkbox"/>
<input type="checkbox"/> Unable to achieve an acceptable participation rate	<input type="checkbox"/> Achieves an acceptable participation rate and level of participation	<input type="checkbox"/> Achieves an exceptional participation rate and level of participation	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *engagement*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

2. Consultation, Coordination, and Collaboration:

Obtains information from a variety of collaterals, stakeholders, and/or other environmental sources, both formal and informal, and integrates into a coordinated service and/or project plan.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable to synthesize and integration information and perspectives from numerous stakeholders	<input type="checkbox"/> Able to synthesize and integrate information and perspectives from numerous stakeholders	<input type="checkbox"/> Exceptionally able to synthesize and integrate information and perspectives from numerous stakeholders, even when agendas are in conflict	<input type="checkbox"/>
<input type="checkbox"/> Unable to coordinate information and/or projects with multiple stakeholders	<input type="checkbox"/> Able to coordinate information and/or projects with a variety of stakeholders	<input type="checkbox"/> Exceptionally able to coordinate information and/or projects with all stakeholders	<input type="checkbox"/>
<input type="checkbox"/> Unable to convey information to stakeholders in a clear, effective way	<input type="checkbox"/> Conveys information to most stakeholders in a clear, effective way	<input type="checkbox"/> Conveys information to all stakeholders in a strategic, persuasive manner	<input type="checkbox"/>
<input type="checkbox"/> Unable to interact with, coordinate with, or collaborate with multiple systems	<input type="checkbox"/> Provides effective consultation, collaboration, and coordination with multiple systems	<input type="checkbox"/> Provides strategic coordination to optimize support from and beneficial exchanges among programs, agencies, and communities	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *consultation, coordination, and collaboration*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

3. Assessment of Individuals, Families, Groups, Organizations, and Communities:

Collects, analyzes, and applies relevant information to promote the effective delivery of clinical services and/or the effective execution of administrative and planning projects.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Does not demonstrate ability to collect and analyze information about programs, services, communities and/or policies	<input type="checkbox"/> Demonstrates the ability to collect and analyze information about programs, services, communities, and/or policies in an effective and efficient way	<input type="checkbox"/> Collects and analyzes information about programs, services, communities and/or policies in a highly nuanced, effective and efficient way	<input type="checkbox"/>
<input type="checkbox"/> Unable to consider key factors (e.g. individual, environmental, social, cultural, community, and/or political)	<input type="checkbox"/> Considers a variety of factors (e.g. individual, environmental, social, cultural, community, and/or political)	<input type="checkbox"/> Considers all factors (individual, environmental, social, cultural, community, and/or political); prioritizes the most relevant	<input type="checkbox"/>
<input type="checkbox"/> Unable to apply critical thinking for problem analysis	<input type="checkbox"/> Uses some critical thinking for problem analysis	<input type="checkbox"/> Uses nuanced critical thinking for problem analysis	<input type="checkbox"/>
<input type="checkbox"/> Lacks skill at utilizing evidence-informed research and practice wisdom to assess policies and/or programs	<input type="checkbox"/> Demonstrates emerging skill at utilizing evidence-informed research and practice wisdom to assess policies and/or programs	<input type="checkbox"/> Demonstrates advanced skill at utilizing evidence-informed research and practice wisdom to assess policies and/or programs	<input type="checkbox"/>
<input type="checkbox"/> Cannot make well-supported recommendations for program, agency, and/or community needs	<input type="checkbox"/> Makes effective recommendations for program, agency, and/or community needs	<input type="checkbox"/> Makes excellent recommendations for program, agency, and/or community needs	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *assessment*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

4. Intervention Planning:

Develops clinical and/or administrative project goals that include input from clients, multiple stakeholders, and/or information sources. Identifies specific, measurable, and achievable goals and integrates the best available evidence and/or knowledge.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Does not demonstrate the ability to apply knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are relevant to stakeholders	<input type="checkbox"/> Demonstrates emerging ability to apply the best available knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are relevant to stakeholders	<input type="checkbox"/> Consistently applies the best available knowledge from research and/or practice wisdom to develop specific, measurable, and achievable goals that are highly relevant to stakeholders	<input type="checkbox"/>
<input type="checkbox"/> Does not use needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level	<input type="checkbox"/> Applies some needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level	<input type="checkbox"/> Applies all needs assessment data and evaluation tools for effective intervention planning on a policy and/or program level	<input type="checkbox"/>
<input type="checkbox"/> Lacks ability to critically appraise and apply research and/or practice wisdom to intervention planning	<input type="checkbox"/> Emerging ability to critically appraise research and/or practice wisdom to intervention planning	<input type="checkbox"/> Critically appraises and applies research and/or practice wisdom to intervention planning	<input type="checkbox"/>
<input type="checkbox"/> Lacks awareness of multi-faceted implications (e.g. funding, policy, strategy, relational, social justice)	<input type="checkbox"/> Lacks awareness of multi-faceted implications (e.g. funding, policy, strategy, relational, social justice)	<input type="checkbox"/> Thoroughly considers multi-faceted implications (e.g. funding, policy, strategy, relational, social justice)	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *intervention planning*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

5. Intervention Implementation and Evaluation:

Executes activities and interventions consistent with the intervention plan in a thoughtful, sequenced, and responsive manner. Modifies activities, pacing, methods, and/or goals so as to increase the likelihood of reaching the intended outcome(s).

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks ability to develop and use logic models, theory of change, data collection processes and/or techniques	<input type="checkbox"/> Demonstrates some ability to develop and use logic models, theory of change, data collection processes and/or techniques	<input type="checkbox"/> Demonstrates strong ability to develop and use logic models, theory of change, data collection processes and/or techniques	<input type="checkbox"/>
<input type="checkbox"/> Does not differentiate between process and outcome evaluation	<input type="checkbox"/> Demonstrates emerging ability to differentiate between process and outcome evaluation	<input type="checkbox"/> Demonstrates high differentiation between process and outcome evaluation	<input type="checkbox"/>
<input type="checkbox"/> Does not select relevant activities and/or methods for program implementation and evaluation	<input type="checkbox"/> Selects relevant activities and/or methods for program implementation and evaluation	<input type="checkbox"/> Selects most relevant activities and/or methods for program implementation and evaluation	<input type="checkbox"/>
<input type="checkbox"/> Does not effectively elicit feedback from key stakeholders	<input type="checkbox"/> Elicits feedback from key stakeholders	<input type="checkbox"/> Effectively elicits detailed, relevant feedback from all key stakeholders	<input type="checkbox"/>
<input type="checkbox"/> Lacks ability to revise and respond to feedback from stakeholders	<input type="checkbox"/> Able to revise and respond to feedback from stakeholders	<input type="checkbox"/> Revises strategically in response to feedback from stakeholders	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *implementation and evaluation*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

6. Systemic Intervention:

Demonstrates interest, understanding, and/or effective participation in the organizational, institutional, policy, and/or community contexts that shape the delivery of social work services to vulnerable populations.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks knowledge of systems and does not understand agency’s mission, organizational structure, funding streams, policies as they relate to function in the community	<input type="checkbox"/> Demonstrates some knowledge of systems and a growing understanding of agency’s mission, organizational structure, funding streams, policies as they relate to function in the community	<input type="checkbox"/> Demonstrates high degree of knowledge about systems; understands clearly how agency’s mission, organizational structure, funding, and policies impact its function in the community	<input type="checkbox"/>
<input type="checkbox"/> Does not have skills in utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning and developing interventions	<input type="checkbox"/> Shows developing skills at utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning and developing interventions	<input type="checkbox"/> Displays effectiveness at utilizing budgets, timelines, technology, and/or policy analysis for forecasting, planning, intervening , and communicating	<input type="checkbox"/>
<input type="checkbox"/> Does not demonstrate ability for strategic thinking, program planning and/or resource acquisition	<input type="checkbox"/> Demonstrates some ability for strategic thinking, program planning and/or resource acquisition	<input type="checkbox"/> Thinks strategically about program planning and/or resource acquisition	<input type="checkbox"/>
<input type="checkbox"/> Does not work well with partners to initiate systemic improvement for the benefit of underserved populations	<input type="checkbox"/> Works well with some partners to initiate or carry out systemic improvement for the benefit of underserved populations	<input type="checkbox"/> Initiates or leads coalition efforts to promote positive child and family outcomes	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student’s overall level of competence related to *systemic intervention*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

7. Evaluation of Systemic Efforts and/or Interventions:

Collects, analyzes, and applies data on the effectiveness of program, system, and/or community-wide efforts so as to shape the overall delivery of social work services.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks skill at program and/or systems evaluation and program improvement	<input type="checkbox"/> Demonstrates some skill at program and/or systems evaluation and improvement	<input type="checkbox"/> Demonstrates a high level of skill in program and/or systems evaluation and improvement	<input type="checkbox"/>
<input type="checkbox"/> Unable to use a variety of data collection strategies (e.g. focus groups, surveys, key informant interviews and/or literature reviews)	<input type="checkbox"/> Displays developing skill at using a variety of data collection strategies (e.g. focus groups, surveys, informant interviews, literature reviews)	<input type="checkbox"/> Effectively uses a variety of data collection strategies (e.g. focus groups, surveys, key informant interviews and/or literature reviews)	<input type="checkbox"/>
<input type="checkbox"/> Displays minimal ability to analyze data using a variety of means relevant to program, agency, or community	<input type="checkbox"/> Demonstrates some ability to analyze data using a variety of means relevant to program, agency, or community	<input type="checkbox"/> Displays excellent ability to analyze data using a variety of means relevant to program, agency, or community	<input type="checkbox"/>
<input type="checkbox"/> Displays minimal ability to accurately interpret results for program/policy implications and/or systemic improvement	<input type="checkbox"/> Accurately interprets most results for program/policy implications and/or systemic improvement efforts	<input type="checkbox"/> Accurately interprets results for program/policy implications and/or systemic improvement efforts	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *evaluation of systemic efforts*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

8. Planning for Completion or Transition:

Facilitates endings and transitions to clinical and/or administrative projects in a timely, smooth, and thoughtful manner so as to promote continuity of care and/or project success.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Lacks sufficient capacity to plan, prioritize, organize, manage time, and/or meet deadlines	<input type="checkbox"/> Generally plans, prioritizes, manages time, organizes self; meets most deadlines	<input type="checkbox"/> Demonstrates exceptional planning, prioritization, time management, and organization skills; always completes work in advance or on time	<input type="checkbox"/>
<input type="checkbox"/> Avoids thinking about or planning for transitions	<input type="checkbox"/> Thinks about and plans for endings in advance, anticipates most needs	<input type="checkbox"/> Thoroughly plans for endings and transitions from the beginning, anticipating and meeting all needs	<input type="checkbox"/>
<input type="checkbox"/> Does not transition work to agency staff effectively for sustainability	<input type="checkbox"/> Transitions work to agency staff fairly effectively for sustainability	<input type="checkbox"/> Transitions work to agency staff effectively for maximum sustainability	<input type="checkbox"/>
<input type="checkbox"/> Fails to communicate well with all impacted parties, leading to poor results for clients or administrative projects	<input type="checkbox"/> Makes concerted efforts for client or administrative project needs to be well-communicated and well-met with adequate results	<input type="checkbox"/> Makes certain all client or administrative project needs are exceptionally well-communicated and well-met	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *planning for completion or transition*

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

9. Written and Verbal Communication Skills:

Communicates orally and in writing in an organized, complete, and timely manner. Delivers communication in an effective manner given its purpose and context.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Verbal communication is late, absent, disorganized, incomplete, aggressive, or delivered ineffectively	<input type="checkbox"/> Verbal communication is mostly timely, organized, complete, assertive, and effective	<input type="checkbox"/> Verbal communication skillfully presents information in a complete, organized, concise, and persuasive manner	<input type="checkbox"/>
<input type="checkbox"/> Written work is not completed to standard and requires excessive amounts of time and multiple revisions	<input type="checkbox"/> Completes written work in a reasonably efficient and complete manner	<input type="checkbox"/> Written work is exceptional in its quality, clarity, comprehensiveness, brevity, and timeliness	<input type="checkbox"/>
<input type="checkbox"/> Unresponsive to email or phone calls	<input type="checkbox"/> Responds to communication from others in a timely manner	<input type="checkbox"/> Consistently responds to communication from others in a timely and complete manner	<input type="checkbox"/>
<input type="checkbox"/> Lacks confidence in presenting ideas to others orally and in writing	<input type="checkbox"/> Exhibits developing confidence in presenting ideas to others orally and in writing	<input type="checkbox"/> Exhibits confidence and creativity in presenting ideas to others orally and in writing	<input type="checkbox"/>
<input type="checkbox"/> Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and/or cultural proficiency; may offend some stakeholders	<input type="checkbox"/> Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts in formal or informal settings with a wide variety of stakeholders	<input type="checkbox"/> Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness in formal or informal settings with a wide variety of stakeholders	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *communication*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

10. Professional Ethics:

Considers and applies the professional code of ethics for social workers so as to recognize ethical conflicts and arrive at principled decisions

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Unable to understand, adopt, and/or abide by key ethical values and principles	<input type="checkbox"/> Consistently demonstrates the key values of the profession of social work	<input type="checkbox"/> Infuses social work values into all aspects of community and management practice with all stakeholders and partners	<input type="checkbox"/>
<input type="checkbox"/> Unable to recognize or manage personal values or biases	<input type="checkbox"/> Able to recognize most ethical dilemmas in programs and agencies, review standards, and initiate consultation	<input type="checkbox"/> Provides others with consultation and training on key ethical values and principles	<input type="checkbox"/>
<input type="checkbox"/> Unable to tolerate ambiguity and/or to engage in appropriate resolution strategies	<input type="checkbox"/> Able to tolerate ambiguity and discomfort so as to explore sensitive topics during instructional and consultation processes	<input type="checkbox"/> Accepts ambiguity and fully engages in consultative conversations about highly sensitive matters	<input type="checkbox"/>
<input type="checkbox"/> Unable to identify or discuss the needs of underserved groups or populations	<input type="checkbox"/> Explores continued access to services for underserved groups or populations	<input type="checkbox"/> Advocates for continued access to services for underserved groups or populations	<input type="checkbox"/>
<input type="checkbox"/> Makes decisions that are reflexive, secretive, and/or unethical	<input type="checkbox"/> Able to openly weigh, consider, and balance competing needs and arrive at a principled decision	<input type="checkbox"/> Consistently resolves complex dilemmas through a reasoned, principled, transparent, and interactive process	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *ethics*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

11. Professional Conduct:

Demonstrates professional behavior, appearance, and communication in accordance with standards identified by the School of Social Welfare, field agency, and professional codes.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Poor attendance, punctuality, and preparation for tasks	<input type="checkbox"/> Meets standards of attendance, punctuality, and preparation for tasks for agency context	<input type="checkbox"/> Seen by others as a role model for attendance, punctuality, task preparation, and professional integrity	<input type="checkbox"/>
<input type="checkbox"/> Can become emotionally overwhelmed or disengaged by professional dilemmas	<input type="checkbox"/> Faces problems with reasonable degree of resolve and persistence	<input type="checkbox"/> Solves complex problems with equanimity, optimism, and poise; demonstrates exceptional maturity	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	<input type="checkbox"/> Manages communication, behavior, and boundaries well in most situations	<input type="checkbox"/> Displays consistently excellent judgment and manages communication, emotions, behavior, and boundaries well even in difficult situations	<input type="checkbox"/>
<input type="checkbox"/> Unable to maintain constructive collegial relations	<input type="checkbox"/> Able to maintain constructive interpersonal relations in most instances	<input type="checkbox"/> Handles conflicts in a skillful, diplomatic, professional manner	<input type="checkbox"/>
<input type="checkbox"/> Does not hold self to sufficiently high standards of behavior, appearance and communication; makes excuses or blames others	<input type="checkbox"/> Meets standards of professional behavior, appearance, and communication for agency context	<input type="checkbox"/> Seen by others as a role model of professional behavior, appearance, and communication; raises standards for others	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional conduct*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

12. Professional Growth and Development:

Takes responsibility for learning and demonstrates initiative. Receives, considers, and integrates feedback from instructors. Demonstrates commitment to continual professional development and life-long learning.

Improvement Desired	Competence	Mastery	Unable to assess
<input type="checkbox"/> Approaches learning in an overly anxious or overly confident manner	<input type="checkbox"/> Demonstrates an appropriate level of initiative and independence	<input type="checkbox"/> Challenges self with diverse assignments that are within reach	<input type="checkbox"/>
<input type="checkbox"/> Unprepared for the instructional hour; participates passively	<input type="checkbox"/> Prepares for the instructional hour most of the time; actively participates	<input type="checkbox"/> Prepares thoughtful questions for the instruction; links theory, research, and practice	<input type="checkbox"/>
<input type="checkbox"/> Fails to sufficiently review own work; lacks insight	<input type="checkbox"/> Able to reflect on thoughts, feelings, values, strengths, and challenges related to performance	<input type="checkbox"/> Consistently demonstrates rigorous self-reflection and high levels of accurate insight	<input type="checkbox"/>
<input type="checkbox"/> Appears personally wounded by feedback and responds defensively or with helplessness	<input type="checkbox"/> Receptive to suggestions and accepts constructive feedback when offered	<input type="checkbox"/> Consistently invites feedback from others and demonstrates high levels of emotional maturity and responsiveness	<input type="checkbox"/>
<input type="checkbox"/> Unwilling or unable to correct performance at expected rate	<input type="checkbox"/> Demonstrates observable improvements at expected rate	<input type="checkbox"/> Consistently integrates feedback and improves performance at a rapid rate	<input type="checkbox"/>
<input type="checkbox"/> Strives only to meet the minimum standards	<input type="checkbox"/> Demonstrates a high level of commitment to continuous learning	<input type="checkbox"/> Often inspires or facilitates learning in others	<input type="checkbox"/>

Considering the above items and other relevant factors, how would you rate the student's overall level of competence related to *professional development*?

1	2	3	4	5	Unable to assess
Not Proficient		Competent		Exceptional Mastery	

Rating

You may assign a number to the nearest .50 increment:

or Unable to assess

Student strengths or accomplishments:

Specific ways student could enhance or improve competency in this area:

FIELD INSTRUCTOR COMMENTS

Please record any summary comments or recommendations here:

STUDENT COMMENTS

Please record any summary comments or concerns here:

FIELD CONSULTANT COMMENTS

Please record any summary comments, concerns or recommendations here:

FIELD INSTRUCTOR'S GRADE RECOMMENDATION

Please check the appropriate box below. Note: If you are uncertain about which grade to recommend, please check the "Request for Consultation" box and your assigned field consultant will contact you.

SATISFACTORY:
Student's overall learning and performance is of passing quality and proceeded at an appropriate rate without apparent problems

UNSATISFACTORY:
Student's overall learning and performance is not acceptable or of passing quality

REQUEST FOR CONSULTATION:
I have concerns about the student's overall learning or performance and would like to speak to the assigned field faculty member to assess these concerns before making a grade recommendation.

SIGNATURES

By signing or affixing your electronic signature you are indicating that you understand this document and its contents are confidential and protected under the Family Educational Right to Privacy Act (FERPA); and that you have read this document and have not altered any sections authored by another party.

Field Instructor Signature

Date

Student Signature

Date

Field Consultant Signature

Date