

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 call 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#

Concentration Area – Check one:

- Child & Family
- Community Mental Health
- Gerontology
- Health
- Management and Planning

Applicable Specialty Areas – Check all that apply:

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

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 **200 hours** by the end of the semester. 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 First Semester Progress Review is intended to provide an opportunity to open a dialogue between the student and field instructor about the student's acquisition and application of professional skills, knowledge, behavior, and competencies. It also serves as a planning tool for the remainder of the placement. This discussion should occur in a meeting scheduled specifically for this purpose, and requires advance preparation by both the student and the field instructor.


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; and refer to relevant examples, samples, or observations of the student's work. A discussion of the learning environment is also useful at this time including the consistency of field instruction meetings and the overall effectiveness of the relationship between the field instructor and student.

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. Field instructors are encouraged to round down, and to avoid inflating ratings.

At the end of the form, comment boxes are provided for adjustment of learning goals and activities for the remainder of the placement, and for students to provide comments. Field instructors must make a grade recommendation (Satisfactory, Unsatisfactory or Incomplete) to the assigned field consultant who is responsible for making the final grade determination. After it has been discussed and reviewed, please apply your electronic signature. The student is then responsible for forwarding the electronic document to the assigned field faculty member.

If you have questions about how to evaluate your student, please contact your assigned field consultant to request consultation.

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"/> Avoids contact or establishes contact in an uninviting manner	<input type="checkbox"/> Initiates contact with others in a reasonable and inviting manner	<input type="checkbox"/> Initiates contact with others in a nuanced, creative manner	<input type="checkbox"/>
<input type="checkbox"/> Unable to introduce self, role and goals clearly	<input type="checkbox"/> Introduces self, role and goals	<input type="checkbox"/> Clearly and concisely introduces self, role and goals	<input type="checkbox"/>
<input type="checkbox"/> Unable to alter approach for different individuals and/or contexts; does not demonstrate cultural humility	<input type="checkbox"/> Recognizes the importance of difference and can often adjust approach for different individuals and/or contexts	<input type="checkbox"/> Quickly adjusts approach to fit a wide range of diverse people and contexts, balancing humility and confidence	<input type="checkbox"/>
<input type="checkbox"/> Unsuccessful at forming effective working relationships on many occasions	<input type="checkbox"/> Usually forms an effective working relationship	<input type="checkbox"/> Almost always forms highly effective working relationships	<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 obtain information provided by a variety of collaterals, stakeholders, and/or sources	<input type="checkbox"/> Obtains general information from most collaterals, stakeholders, and sources	<input type="checkbox"/> Obtains the most relevant information from all key collaterals and/or sources	<input type="checkbox"/>
<input type="checkbox"/> Does not integrate information	<input type="checkbox"/> Integrates most of the information received	<input type="checkbox"/> Integrates the information in a complete, nuanced way	<input type="checkbox"/>
<input type="checkbox"/> Does not provide effective input into service or project plan	<input type="checkbox"/> Occasionally provides some helpful information to collaborators, coordinates, and/or advocates	<input type="checkbox"/> Provides instrumental information to other collaborators in a persuasive way	<input type="checkbox"/>
<input type="checkbox"/> Develops hostile or antagonistic relationships with some collaborators	<input type="checkbox"/> Develops relationships with collaborators from different disciplines, communities, and perspectives	<input type="checkbox"/> Exhibits ability to lead partnerships with a wide range of collaborators from different disciplines, communities, and perspectives	<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"/> Unable to collect essential information	<input type="checkbox"/> Collects most of the relevant information	<input type="checkbox"/> Consistently collects the most relevant information	<input type="checkbox"/>
<input type="checkbox"/> Overlooks biological, developmental, psychological, social, cultural, community, and/or spiritual factors	<input type="checkbox"/> Considers factors on multiple levels including biological, developmental, psychological, social, cultural, community, and spiritual factors	<input type="checkbox"/> Selects the most critical factors on biological, developmental, psychological, social, cultural, community, and spiritual levels	<input type="checkbox"/>
<input type="checkbox"/> Ignores or undervalues the client system's experience of diversity including poverty, oppression, and discrimination	<input type="checkbox"/> Considers some diversity factors including poverty, oppression, and discrimination	<input type="checkbox"/> Thoughtfully considers the most relevant diversity factors including subtle factors like micro-aggression	<input type="checkbox"/>
<input type="checkbox"/> Unable to balance strengths and needs	<input type="checkbox"/> Balances appraisal of strengths and needs in most instances	<input type="checkbox"/> Consistently balances strengths and needs	<input type="checkbox"/>
<input type="checkbox"/> Unable to organize and analyze information	<input type="checkbox"/> Organizes and analyzes information sufficiently	<input type="checkbox"/> Efficiently organizes, analyzes, and condenses information	<input type="checkbox"/>
<input type="checkbox"/> Draws spurious or inaccurate conclusions	<input type="checkbox"/> Draws conclusions that are mostly well-founded and well-supported	<input type="checkbox"/> Draws accurate conclusions and applies understanding in a creative manner	<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"/> Unable to establish goals that are relevant to the client system or systems; may impose personal or majority values	<input type="checkbox"/> Identifies goals that match the values, interests, and needs of clients, stakeholders, and/or other sources	<input type="checkbox"/> Consistently establishes goals that are highly relevant to clients, stakeholders, and/or other sources	<input type="checkbox"/>
<input type="checkbox"/> Identifies goals that are vague, difficult to measure, and/or unattainable; fails to identify goals	<input type="checkbox"/> Identifies goals that are mostly specific, measurable, and /or achievable	<input type="checkbox"/> Consistently selects goals that are specific, measurable, and achievable	<input type="checkbox"/>
<input type="checkbox"/> Does not understand and/or is uninterested in identifying intervention approaches supported by available evidence	<input type="checkbox"/> Considers some available evidence to guide approach including practice wisdom and research	<input type="checkbox"/> Critically appraises and applies the best available knowledge from research and/or practice wisdom to guide the intervention plan	<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"/> Unable or unwilling to execute activities that support goal acquisition and fit the context	<input type="checkbox"/> Selects activities, techniques, and/or intervention methods that generally support goal acquisition and fit the context	<input type="checkbox"/> Selects the best available and most relevant activities, techniques, and methods	<input type="checkbox"/>
<input type="checkbox"/> Over-relies on resource-related strategies or psychologically-oriented strategies; unable to balance approaches	<input type="checkbox"/> Generally able to provide resource and psychological supports to meet client system needs	<input type="checkbox"/> Demonstrates superior ability to blend resource and psychological approaches to meet client system needs	<input type="checkbox"/>
<input type="checkbox"/> Intervention approach is not prioritized or sequenced well; may be excessively rigid or lacking structure	<input type="checkbox"/> Mostly balances structure and flexibility when implementing; prioritizes, sequences, and paces intervention	<input type="checkbox"/> Sequences and guides the intervention process in a flexible, structured, expert manner	<input type="checkbox"/>
<input type="checkbox"/> Does not gather feedback or establish or review indicators; does not modify approach	<input type="checkbox"/> Periodically gathers feedback from key sources, reviews basic indicators, modifies, and discusses	<input type="checkbox"/> Consistently elicits feedback from key sources, reviews key indicators, synthesizes, modifies, and communicates	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates impatience and/or lack of persistence	<input type="checkbox"/> Usually demonstrates patience and persistence with the intervention process	<input type="checkbox"/> Consistently demonstrates high levels of patience and persistence	<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 interest in how systems work and sees role in individual terms only	<input type="checkbox"/> Appears aware of and interested in how systems work	<input type="checkbox"/> Demonstrates a high degree of knowledge about and passion for how systems work	<input type="checkbox"/>
<input type="checkbox"/> Does not recognize social trends or technological advances	<input type="checkbox"/> Recognizes emerging social trends and technological advances	<input type="checkbox"/> Forecasts future social trends and technological advances	<input type="checkbox"/>
<input type="checkbox"/> Does not assess assets and barriers related to systems change	<input type="checkbox"/> Utilizes available assets and supports and identifies barriers to system change	<input type="checkbox"/> Creatively capitalizes on system assets and overcomes obstacles to change	<input type="checkbox"/>
<input type="checkbox"/> Does not engage with others about policy and systems change	<input type="checkbox"/> Participates in discussions about how systems or policies could change	<input type="checkbox"/> Makes significant contributions to changing systems and policies through collaboration with others	<input type="checkbox"/>
<input type="checkbox"/> Does not participate in advocacy efforts to promote social and economic justice	<input type="checkbox"/> Participates in advocacy efforts to promote social and economic justice	<input type="checkbox"/> Initiates or leads efforts to promote social and economic 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 *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 interest in collecting or analyzing data or information related to program or community-level effectiveness	<input type="checkbox"/> Is aware of and/or interested in collecting or analyzing data or information related to program or community-level effectiveness	<input type="checkbox"/> Demonstrates a high degree of passion for collecting and analyzing data or information related to program or community-level outcomes	<input type="checkbox"/>
<input type="checkbox"/> Evaluates work only in individual terms, often using weak or unreliable sources	<input type="checkbox"/> Accurately and critically appraises data from a few key sources	<input type="checkbox"/> Seeks, appraises, and applies knowledge and practice wisdom from a wide variety of sources	<input type="checkbox"/>
<input type="checkbox"/> Cannot identify theoretical or conceptual framework(s)	<input type="checkbox"/> Identifies and uses a few relevant theoretical or conceptual frameworks	<input type="checkbox"/> Actively seeks out and utilizes the best available knowledge from multiple disciplines	<input type="checkbox"/>
<input type="checkbox"/> Unable to identify or discuss how agency could improve or modify approach	<input type="checkbox"/> Considers and recommends how agency could improve or modify approach	<input type="checkbox"/> Works with a variety of partners and stakeholders to actively modify agency's approach and improve outcome attainment	<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"/> Fosters dependency when unnecessary or unhelpful	<input type="checkbox"/> Promotes appropriate level of independence and/or sustainability	<input type="checkbox"/> Actively fosters independence and/or sustainability	<input type="checkbox"/>
<input type="checkbox"/> Client or administrative project needs go unmet because of failure to communicate	<input type="checkbox"/> Communicates sufficiently to most affected parties during transitions	<input type="checkbox"/> Makes certain client or administrative project needs are well-communicated	<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"/> Does not respond 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"/> Electronic communication lacks judgment or respect for client system privacy	<input type="checkbox"/> Utilizes electronic sources of communication appropriately with respect to client system and agency context	<input type="checkbox"/> Utilizes electronic sources of communication in an efficient, thoughtful, and ethical way to promote coordinated work	<input type="checkbox"/>
<input type="checkbox"/> Unable to adapt communication style according to purpose, situation, or context; may lack diplomacy and/or cultural proficiency	<input type="checkbox"/> Often adapts style and delivery of communication to fit a diverse array of persons, situations, and contexts	<input type="checkbox"/> Consistently demonstrates superior diplomacy, cross-cultural, and/or cross-situational effectiveness	<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"/> Understands, adopts, and/or abides by key ethical values and principles	<input type="checkbox"/> Seamlessly integrates ethical values and principles into daily practice	<input type="checkbox"/>
<input type="checkbox"/> Unable to recognize or manage personal values or biases	<input type="checkbox"/> Able to recognize most ethical dilemmas, 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 diversity and social justice factors including oppression, privilege, power, and discrimination	<input type="checkbox"/> Identifies and discusses relevant diversity and social justice factors including oppression, privilege, power, and discrimination	<input type="checkbox"/> Highly aware of and initiates conversations about relevant diversity and social justice factors in a sophisticated manner	<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, 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, and task preparation	<input type="checkbox"/>
<input type="checkbox"/> Demonstrates poor self-management skills and judgment related to communication, interpersonal behavior, or boundaries	<input type="checkbox"/> Manages emotions, 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"/> Demonstrates professional behavior, appearance, or communication that is inappropriate to context	<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	<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 conceptual and practical aspects of social work	<input type="checkbox"/>
<input type="checkbox"/> Does not 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 faster than expected rate	<input type="checkbox"/>
<input type="checkbox"/> Strives only to meet the minimum standards	<input type="checkbox"/> As mastery advances, seeks out additional learning activities	<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:

REVISED TASK ASSIGNMENTS AND PRIORITIES

In this section, both the field instructor and student may comment on revisions to the specific task assignments that will occur either because of the student's learning needs or because of changes in the agency or program. This is also a place to request and/or agree to changes in the teaching and learning relationship that may improve the student's acquisition of competencies.

Field Instructor Comments:**Student Comments:**

STUDENT COMMENTS

Student may record any additional comments, reactions, and concerns here as needed or desired:

FIELD INSTRUCTOR'S GRADE RECOMMENDATION

Please check the appropriate box below:

- 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.

ADDITIONAL CONCERNS – please mark a box below as appropriate:

- I have additional concerns about this student's overall learning and performance in one or more competency areas, and I have included these concerns in comments on this evaluation form.
- I have additional concerns about this student's overall learning and performance that I would like to discuss further with the assigned Field Consultant.

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**

Field Instructor Name

Date

**Student
Signature**

Student Name

Date

**Field
Consultant
Signature**

Field Consultant Name

Date