
School of Social Welfare, Rockefeller College University at Albany, State University of New York

INSTRUCTIONS

Second-Year MACRO Concentration Evaluation Instrument

The MACRO Concentration field-evaluation instrument is comprised of five sections: student as learner; development of professional attitudes, values and ethics; knowledge and skills for organizational and community work; communication skills; and planning, coordination and management skills. Students are evaluated on a continuum of skills at three intervals throughout the year-long placement. The skills are applicable to groups, organizations and community assignments.

For each evaluation period, please rate a student on every item by entering the number that corresponds to your assessment of the student's demonstrated performance in the box or boxes to the right of each item. Reevaluate a student's performance from a previous evaluation when the student's performance has changed.

Ratings

- 0 No significant opportunity yet
- 1 Unacceptable (never or rarely meets criteria)
- 2 Needs improvement (meets criteria inconsistently)
- 3 Satisfactory (meets criteria most of the time)
- 4 Very good (consistently meets criteria)
- 5 Outstanding (consistently exceeds criteria)
- 9 Not applicable in setting

Summarize the student's overall performance for each section by placing an X at the point on the bar graph that represents his or her overall performance for that section. Space for comments is included after each section.

The last page includes an overall student rating, space for comments, goals for the next evaluation period, and the signature page. The student and field instructor are required to sign each evaluation. When a student disagrees with the contents of the evaluation, he or she can submit an addendum stating the reasons for disagreement which is attached to the evaluation in the student's file. Each faculty field liaison reads all evaluations for assigned agencies and will be available for discussion at the student's or field instructor's request.

Any time a student receives a summary rating, in any section, of "needs improvement" or "unacceptable," please provide supporting documentation in the comments section.

Your careful attention to completing the evaluation form is greatly appreciated. Evaluation is a crucial part of a student's professional training and provides an opportunity for feedback and educational planning.

Semester:	3 rd	4 th	Student:	_____
Evaluation:	1 st	2 nd	Field Instructor:	_____
From:	_____	final	Agency:	_____
Liaison:	To: _____			

Describe the student's assignment for this evaluation period. The selection of assignments can include specific management skills:

Evaluating (involves the systematic review of performances in existing programs & anticipated performances in proposed programs)

Information processing (involves the scheduling, monitoring, and sorting of informational materials, performance data, and reports)

Negotiating (involves participation in the processes of finding and formalizing rights and obligations between interested parties in and outside the agency)

Planning (is the ordering of the immediate future. It entails the specification of policy objectives and procedures, and the development of action alternatives, along with estimates of their probable effectiveness and cost.)

Supplying (involves the procurement and monitoring of service resources)

How often do you meet for supervision? Weekly _____ In group _____ In staff meeting _____

0 No significant opportunity yet	2 Needs improvement	4 Very good	9 Not applicable
1 Unacceptable	3 Satisfactory	5 Outstanding	

The Student as Learner

The student is able to	Nov	Feb	May
utilize the field instructor as an educator of social work values, attitudes, knowledge and skills.	_____	_____	_____
participate in developing/updating the learning agreement.	_____	_____	_____
seek and respond nondefensively to feedback about professional performance.	_____	_____	_____
seek additional direction for an assignment as needed.	_____	_____	_____
use constructive criticism to try new skills to improve practice.	_____	_____	_____
demonstrate an ability to generalize learning from one situation to another.	_____	_____	_____
prepare for supervision, including development of an agenda.	_____	_____	_____
analyze and verbally articulate his/her won knowledge, skills, accomplishments and learning needs.	_____	_____	_____
propose alternative strategies.	_____	_____	_____
recognize and initiate steps to work collaboratively with or resolve problems that arise with clients, staff and/or community-based groups/individuals.	_____	_____	_____

	Feb	May
selectively use the instructor and other agency resources in supervision.	_____	_____
be innovative and imaginative in applying knowledge and skill in practice.	_____	_____
negotiate and agree on individual tasks and responsibilities for projects or assignments requiring cooperation with co-workers.	_____	_____
recognize during supervision personal obstacles to working with groups and organizations.	_____	_____

	May
demonstrate a capacity for self-directed practice.	_____
differentiate his or her effectiveness across areas of practice.	_____
identify areas of learning for continuing education and supervision.	_____

0 No significant opportunity yet	2 Needs improvement	4 Very good	9 Not applicable
1 Unacceptable	3 Satisfactory	5 Outstanding	

Communication Skills

The student is able to	Nov	Feb	May
obtain feedback from supervisor and co-workers on oral self expression.	_____	_____	_____
make informal oral presentations representing the agency.	_____	_____	_____
demonstrate ability to orally handle questions and develop responses extemporaneously.	_____	_____	_____
demonstrate ability to prepare documents regularly used in the agency (memoranda, letters, reports, proposals, etc.).	_____	_____	_____
demonstrate ability to justify a position that is take and negotiate related issues in terms of the rights and obligations of interested parties (i.e. the adoption of a new policy within the agency; a plan for inter-agency consortium around an issue; advocacy regarding pending legislation; contracted services agreement with an outside agency or individual, etc.).	_____	_____	_____
represent the agency in a formal manner (ceremonial appearances, public relations efforts, media interviews, present at a conference, write an article newsletter, representative at community meetings, representative at coalition meetings, etc.).	_____	_____	_____
prepare an analysis of record keeping or create an information system that is pertinent information for the agency; is timely for the organization; and is without unnecessary duplication or irrelevant information.	_____	_____	_____
present summary and related recommendations of a reporting requirement- and its potential impact on the agency's functioning.	_____	_____	_____
develop an effective communication system involving the principal client, worker-supervisor relationships and relevant groups in the task environment (task groups).	_____	_____	_____
exercise initiative in establishing working relationships with appropriate agency staff, board of directors, volunteers, colleagues from other agencies and individuals from the community at large.	_____	_____	_____
give and take feedback- both positive and negative- to and from superiors, co-workers and subordinates.	_____	_____	_____

	Feb	May
identify interpersonal conflict (one that involves disagreements with another professional, policy or organizational questions) and develop a strategy for dealing with it.	_____	_____
integrate the elements of relationship building within the agency and the community as demonstrated by consistent use of the following skills:		
concern for others	_____	_____
identification/communication of expectations	_____	_____
empathy	_____	_____
genuineness	_____	_____
appropriate use of authority and power	_____	_____
purposeful communication	_____	_____
demonstrative active and accurate listening	_____	_____

