

STUDENT EVALUATION FORM - SECOND YEAR

Name of Student: *Michelle Bussolotti*
 Agency Field Instructor: *Amy Miller*
 Agency: *CT Women's Education & Legal Fund*
 Period Covered: *1/08 - 4/08*

Method Concentration: *Policy*
 Semester: *2nd*
 Name of UConn Advisor: *Maria*
 Date Completed: *4/4/08*

I. Rating Scale of Student Performance

Please rate your student on each of the following:

RATING SCALE					
	(5) outstanding	(4) very good	(3) satisfactory	(2) minimally satisfactory	(1) unsatisfactory
Student demonstrates ability to:					
a. analyze and define the problem to be addressed	5	(4)	3	2	1
b. formulate appropriate practice goals	5	(4)	3	2	1
c. assess the systems involved in the problem & solution	5	(4)	3	2	1
d. intervene in ways that are differentiating and self critical	5	(4)	3	2	1
e. evaluate the impact of their interventions	5	(4)	3	2	1
f. engage in practice informed by theory & research	5	(4)	3	2	1
g. attend to diversity and needs of oppressed populations	5	(4)	3	2	1
h. respond appropriately to values & ethical issues	(6)	4	3	2	1
i. advocate on behalf of clients systems	(5)	4	3	2	1
j. use himself/herself in a professional manner	5	(4)	3	2	1

Please use separate pages to address the following.

- I. Describe the student's assignments and learning opportunities in the major method.
- II. Evaluate the student's performance in his/her major method in relation to the ability to:
 - A. Analyze & define the problem to be addressed
 - B. formulate appropriate practice goals
 - C. assess the systems involved in the problem and its solution
 - D. intervene in ways that are differentiating and self-critical (see the Field Manual for method specific interventions)
 - E. evaluate the impact of their interventions
 - F. engage in practice informed by theory & research based knowledge
 - G. attend to diversity and needs of oppressed populations
 - H. recognize value and ethical concerns and to respond to these appropriately
 - I. advocate on behalf of client systems
 - J. Use him/herself in a professional manner

Michelle Bussolotti -- Student Evaluation Form – Advanced Standing/Second year

I. Describe the student's assignments and learning opportunities in the major method Campaign for a Working Connecticut

- Participate in group project creating materials to advance legislation to promote education and job skills development for low-wage, low-skill workforce.
- During the legislative session, coordinate public hearing turn out and assist in writing public testimony and develop and deliver information to educate legislators about the Campaign.

Program Development/Redesign Orientation for Cash Assistant Recipients

- Assist with the redesign of Orientation for individuals who seek to receive cash assistance including: developing questions for and conducting focus groups with former welfare recipients and staff, attending orientations, participating in meetings with DOL as appropriate and assisting with writing final report and recommendations.

Subsidized Employment (SE)/Adult Basic Education (ABE) combined with Voc Ed

- Assist with the evaluation of SE and ABE combined with Voc Ed including: researching best practices, analyzing data and assisting with writing final report and recommendations.

These projects provide Michelle with multiple opportunities to both understand her role as a social worker as well as exposing her to numerous policy intervention strategies. Michelle must use a combination of social work skills from the micro to the macro to successfully engage in these activities. She participates in developing lobbying strategies such as developing materials and organizing events to promote goals. She has also had the opportunity to assess policies by the State for W-t-W recipients.

II. Evaluate the student's performance in his/her major method in relation to the ability to:

- Analyze & define the problem to be addressed
- Formulate appropriate practice goals
- Assess the systems involved in the problem and the solution
- Intervene in ways that demonstrate the differential application of knowledge
- Evaluate the impact of their interventions
- Engage in practice informed by theory & research based knowledge
- Attend to diversity and needs of oppressed populations
- Recognize value and ethical concerns and to respond to these appropriately
- Advocate on behalf of client systems
- Use self in professional manner

Michelle had the opportunity to interact with agencies in ways she was not previously exposed. She had the opportunity to assess her values and compare them to what she perceived to be the values of another agency/system. By doing so, she was able to think about how best to present her recommendations/research/ideas based on this knowledge. This experience for Michelle has been valuable. While working within any bureaucratic system is frustrating, Michelle further honed her negotiating skills. She is vested in her client population (whoever that maybe) and will work tirelessly to ensure that their views are heard. She is thoughtful in her analysis and loves to discuss ideas, problems and solutions. Her summaries and recommendations to the

DOL on Orientations was thorough and well written. The information was well received which speaks to her ability to provide feedback that is grounded in fact and thoughtful in delivery. I had the opportunity to observe Michelle during a sexual harassment training and was impressed with her ease in front of the audience. Her oral communication is excellent and her ability to assess her group to lead them is based the commitment to understand her topic and how to best reach audiences – no matter the diversity and/or makeup.

III. Address the student's other field experiences. Describe and evaluate:

a. Experiences related to professional organizations, e.g., NASW

b. Educational opportunities beyond supervision

Michelle was able to continue to attend staff meetings and trainings as well as press conferences on different topics (i.e., Roe V. Wade day) and participated in trainings provided by CWEALF staff to other organizations. This gave her the opportunity to experience how agencies provide information about their topics and how they all are related and diverse.

c. Other

IV. Summarize the student's characteristic learning patterns and growth over time.

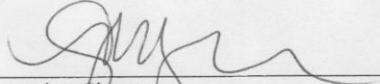
Michelle did a lot of work this semester both professionally and personally to ensure she gained the most from her educational opportunities. She evaluated the way she was (is) in the world and how to make the most out of the tools and resources she has access. She was able to grow her knowledge about various issues and begin applying them to previous views. I look forward to hearing about all the wonderful things Michelle does in her pursuit of gender equity – however she chooses to reach that goal.

Supervisor Signature

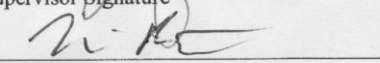
Date

Student Signature

Date



4/4/08



4/4/08