

## RUBRIC ASSESSMENT: SCHOOL SOCIAL WORKER

Date ☐ Self-Assessment ☐ Evaluator ☐

Formal Observation ☐ Individual Growth Project ☐ Intensive Support Plan ☐ Summative ☐

### Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>1a: Demonstrating Knowledge of Content and Pedagogy/ Demonstrating Knowledge of Content and Pedagogy, Including Formal Procedures Relevant to Providing Social Work Services to Students and Families</i></b>	<p>Social Worker demonstrates little or no knowledge of social work principles, theories and methods of practice.</p> <p>Social Worker demonstrates little or no knowledge of federal and state laws and regulations, district policies and procedures.</p>	<p>Social Worker demonstrates basic knowledge of social work principles, theories and methods of practice.</p> <p>Social Worker demonstrates basic knowledge of federal and state laws and regulations, district policies and procedures.</p>	<p>Social Worker demonstrates thorough knowledge of social work principles, theories and methods of practice and applies these in the educational setting.</p> <p>Social Worker demonstrates thorough knowledge of federal and state laws and regulations, district policies, and procedures.</p>	<p>Social Worker demonstrates extensive knowledge of social work principles, theories, and methods of practice. This knowledge is shared with other professionals and applied in the educational setting.</p> <p>Social Worker demonstrates extensive knowledge of federal and state laws and regulations, district policies and procedures.</p> <p>Social Worker consistently applies this knowledge when providing services to students and families.</p>
<b><i>Evidence/Examples</i></b>	<p>Plans and practice are not related to relevant social work theory and techniques.</p> <p>Social Worker uses a therapeutic group as a forum to discipline or shame an individual student.</p>	<p>Plans and practice are distally related to relevant social work theory and best practice.</p> <p>Social Worker adopts and implements a research-informed intervention but does not make adaptations for a student with a disability.</p>	<p>Plans and practice reflect sound knowledge of social work theory and effectively incorporate best practice.</p> <p>Social Worker utilizes a developmental model (e.g. Tuckman stages) to guide service delivery.</p>	<p>Plans and service delivery demonstrate knowledge of best practice and reflect needs of individuals, the school and larger community.</p> <p>Social Worker develops briefing materials to help colleagues understand eating disorders and the impact on learning.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1b: Demonstrating Knowledge of Students</i></b>	Social Worker exhibits little or no knowledge of student backgrounds, cultures, skills, language proficiency, interests and special needs.	Social Worker demonstrates inconsistent knowledge of student backgrounds, cultures, skills, language proficiency, interests and special needs.	Social Worker demonstrates adequate knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs based upon a continuum of reliable and valid sources.	Social Worker seeks knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs using a continuum of reliable and valid sources.  Social Worker identifies needs and develops a process to evaluate outcomes.
<b><i>Evidence / Examples</i></b>	Social Worker uses a “one size fits all” approach for all students, regardless of individual characteristics.  Social Worker does not review available background information on students.	Social Worker does not consider family structure and culture in assessment of student.  Goals are not always appropriate to the situation or to student needs.	Goals are relevant to the situation and to the individual student and are developed following consultation with stakeholders.  Student evaluation includes family, social group, and community strengths and deficiencies that impact learning.	Goals are highly appropriate to the situation and to the individual student and are developed following consultation with stakeholders.
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1c: Setting Service Delivery Outcomes/Setting Instructional Outcomes</i></b>	Service delivery outcomes do not reflect the needs of individuals and are not measurable. There are limited opportunities for coordination and alignment with instruction.	Service delivery outcomes inconsistently reflect the needs of individuals and may or may not be measurable. There are some opportunities for coordination and alignment with instruction.	Service delivery outcomes consistently reflect the developmental and learning needs of individuals and are measurable.  Service delivery outcomes are integrated and aligned with instruction.	Service delivery outcomes reflect the developmental and learning needs of individuals, are measurable and integrated and aligned with standards-based instruction.  Social Worker considers outcomes within the context of systems level goals.
<b><i>Evidence /Examples</i></b>	Service plan goals do not reflect the needs of a student as per the IEP.  Social Worker establishes outcomes for a student but does not identify activities and techniques that are going to be implemented or a reliable and valid method for determining whether the outcomes were met.	Social Worker adopts an intervention that is not research-based and attempts to adapt it to the needs of a student with a disability.  Service delivery outcomes are measurable but the timeline for attaining them is unrealistic.	Social Worker collaborates with students, their families and community stakeholders to determine needs and inform a specific service delivery outcome.  Social Worker can explain to the school team how the outcomes are tied to local, state and national standards and shows them an example.	Social Worker meets regularly with stakeholders to provide updates regarding service delivery goals and outcomes.  Social Worker collaborates with stakeholders regarding the quality of data sources that will be used to revise and refine service delivery outcomes.  Social Worker regularly establishes outcomes and examples that reflect what individuals will learn as a function of their services.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1d: Demonstrating Knowledge of Resources</i></b>	Social Worker demonstrates little or no knowledge of school and community resources available to assist students and families.	Social Worker demonstrates some familiarity with resources available through the school or community for students and their families.	Social Worker demonstrates thorough knowledge of school and community resources available to assist students and families.	Social Worker demonstrates extensive knowledge of school and community resources available to assist students and families and shares knowledge of resources with colleagues.
<b><i>Evidence /Examples</i></b>	<p>Social Worker supporting a homeless family is unfamiliar with shelters and other types of emergency housing in the community and does not know how to begin looking for resources.</p> <p>Social Worker does not refer students to Student Assistance Program when their needs warrant such a referral.</p>	<p>Social Worker offers a homeless family some options for services but does not offer follow-up services.</p> <p>Social Worker is aware of services that are commonly used by children/families (such as CYS, mental health, Student Assistance Program) but does not consistently refer children/families to those services.</p>	<p>Social Worker seeks out resources within and outside the school/district and identifies other linkages that can support students (e.g. mental health providers via SAP Team and food bank via School Nurse).</p> <p>Social Worker builds relationships with community providers to enhance service delivery and provides the family with contact information.</p>	<p>Social Worker offers a family whose needs have changed an extensive continuum of alternate resources.</p> <p>Social Worker develops and/or maintains a current and comprehensive database of resources that can be accessed by colleagues, students and families.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b><i>1e: Designing Coherent Instruction/Designing Coherent Service Delivery</i></b>	<p>Services are poorly designed and do not meaningfully engage clients.</p> <p>Targeted interventions are not evidenced-based and do not match student needs.</p>	<p>Services are inconsistently designed to match the varying and changing needs of clients.</p> <p>Targeted interventions and methodologies may or may not be evidenced-informed.</p> <p>Clients are inconsistently engaged in learning, growth and goal setting as a function of coherent service design.</p>	<p>Services are consistently designed to match the varying and changing needs of clients.</p> <p>Targeted interventions and methodologies are evidenced-informed.</p> <p>Clients are consistently engaged in learning, growth and goal setting as a function of coherent service design.</p>	<p>Social Worker is highly effective in designing services that are varied and appropriate to their clients and differentiated goals/outcomes.</p> <p>Social Worker empowers clients to identify opportunities, resources and experiences that will build on individual strengths and move them forward.</p>
<b><i>Evidence/ Examples</i></b>	<p>Social Worker fails to conduct an assessment interview with a student referred for services.</p> <p>Social Worker fails to use key information from existing records and prior assessments to meaningfully engage a student who is homeless.</p>	Social Worker is able to identify a behavioral intervention that might support student success but is unable to cite the research and why the intervention would be appropriate for the student.	<p>The roles of the social worker, family and student are clearly defined.</p> <p>Social Worker develops a service plan for a student that is informed by the student and family using a structured interview and other reliable and valid data sources.</p>	Social worker uses a multi-systems approach to engage the student and family in selecting resources and supports that are aligned to their needs and strengths. The student and family can describe their role in the decision-making process and what they have learned.

Component	Failing	Needs Improvement	Proficient	Distinguished
<b><i>If: Designing Student Assessments/Assessing Goal Achievement</i></b>	Assessment procedures are not congruent with service delivery outcomes.	Some of the service delivery outcomes are assessed by the Social Worker but many are not.	All of the service delivery outcomes are accurately assessed using reliable and valid data sources.	Social Worker uses an approach to assessment that is fully aligned with service delivery outcomes in both content and process. Assessment is reliable and valid and is used to regularly monitor response to Social Worker services.  Assessment methodologies may be adapted for students if and when appropriate.
<b><i>Evidence /Examples</i></b>	Unable to set an assessment plan with clear criteria or standards or alignment with service delivery outcomes or individual student needs.  Social worker does not collect or analyze data to determine progress or goal achievement.	Uses rudimentary assessment tools may not be suitable for intervention. Information does not measure variables under investigation.  Data to determine progress or goal achievement is incomplete or incorrectly collected.	Social Worker can show a data source (e.g., reliable and valid behavioral checklist) will help them to evaluate whether services impacted upon client growth (a social skills outcome).  A group of students who work with the Social Worker can demonstrate that they understand their goals.	As a function of working with the Social Worker, a student is able to track his progress and set a new goal.  Social Worker consults with the ESL teacher and family to select or adapt an assessment they will be using for a student who does not speak English and is a refugee.

Domain 2: The Environment				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2a: Creating an Environment of Respect and Rapport</b>	Social Worker interaction with at least some clients is negative, demeaning, sarcastic or inappropriate.  Clients exhibit disrespect for the Social Worker.	School Social Worker-client interactions are generally appropriate but may reflect occasional inconsistencies, favoritism or disregard for developmental differences and/or culture.  Clients exhibit only minimal respect for the Social Worker.	Interactions are polite and respectful, reflect general warmth and caring and are appropriate to the cultural and developmental differences among clients.  Clients exhibit respect for the Social Worker.	Interactions with individual students, families and colleagues are highly respectful and reflect genuine warmth, caring and sensitivity.  Clients appear to trust the Social Worker with sensitive information.
<b>Evidence/ Examples</b>	Social Worker does not know students or clients by name.  Social Worker does not appear to be listening when clients are sharing information.	Social Worker usually greets clients as they walk in the door.  Social Worker usually contacts families to learn about students.	Social Worker asks a client how they feel about their services.  Social Worker uses a range of active listening techniques with all clients.	Client feels comfortable telling the Social Worker that they have witnessed abuse in the home.  Social Worker learns that a client really likes basketball and strategically plans an initial meeting with that student in the school gymnasium.
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>2b: Establishing a Culture for Learning</b>	Social Worker and clients convey a negative attitude toward the school and to Social Worker services.	Social Worker communicates importance of school to client and value of their services but with inconsistent conviction and buy-in from clients.	Social Worker conveys genuine enthusiasm for school, learning and their services and clients demonstrate consistent commitment.	Clients demonstrate through active participation, curiosity and taking initiative that they value Social Worker services.
<b>Evidence/ Examples</b>	Social Worker does not initiate a response to a crisis situation.  Social Worker relays to a client that their goals are unlikely to be attained.	Clients verbally commit to participating in Social Worker services but there is limited evidence of behavioral commitment.  Social Worker appears to assume most of the responsibility and ownership for identifying client goals and solutions.	Social Worker shares personal learning experiences with client and a new strategy that she is trying.  Social Worker shares the reason that they are working with the client and explains the importance of the client's participation and active involvement.	Clients can articulate their goals as a function of working with the Social Worker and can explain why they are important.  Social Worker assists clients with attributing their progress to hard work and effort rather than to luck.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2c: Managing Classroom Procedures</b>	<p>Social Worker and clients are not observed to be productively engaged.</p> <p>There is much time lost due to poor planning, organization and lack of clearly defined responsibilities.</p>	<p>Social Worker and clients are observed to be inconsistently engaged.</p> <p>Some service delivery time is lost due to poor planning, organization and lack of clearly defined responsibilities.</p>	<p>Social Worker services are organized and clients are consistently engaged in learning.</p> <p>Service delivery time is protected due to effective planning, organization and clearly defined responsibilities.</p>	<p>Social Worker services are well-organized and clients are highly engaged in learning and assuming responsibility for their progress.</p> <p>Service delivery time is maximized due to effective planning, organization and clearly defined responsibilities.</p>
<b>Evidence /Examples</b>	<p>Social Worker does not establish procedures for working with clients such as listening and sharing responsibilities.</p> <p>Clients are not really sure what it is they are supposed to accomplish via the support of the Social Worker.</p>	<p>Social Worker establishes procedures for working with clients such as listening and sharing responsibilities, however, they are not consistently reinforced.</p> <p>Social Worker provides inconsistent feedback to clients.</p>	<p>Social Worker establishes procedures for working with clients such as listening and sharing responsibilities.</p> <p>Social Worker provides consistent feedback to clients on their progress.</p>	<p>Social Worker works together with clients to establish expectations and outcomes.</p> <p>Social Worker engages clients in self-assessing how they are doing.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>2d: Managing Student Behavior</b>	<p>Standards for conduct have not been established and clients are confused about the expectations.</p> <p>Social Worker provides ineffective monitoring of student behavior. Response to student misbehavior is repressive and/or disrespectful of student dignity.</p>	<p>Efforts to establish standards of conduct for students are evident.</p> <p>Social Worker responds to misbehavior with uneven results.</p>	<p>Social Worker monitors standards of conduct that are clear to all students/clients.</p> <p>Social Worker responds appropriately to student misbehavior and respects student dignity.</p> <p>Social Worker promotes positive school culture and pro-social initiatives.</p>	<p>Standards of student conduct are clear, with evidence of student participation in setting those standards.</p> <p>Monitoring of student behavior is subtle and preventive. Response to student misbehavior is sensitive to individual student needs and educative rather than punitive.</p> <p>Students are empowered to take an active role in self-monitoring behavior.</p>
<b>Evidence /Examples</b>	<p>Social Worker does not make eye contact with clients.</p> <p>Social Worker notices two students misbehaving in hallway and does not intervene.</p>	<p>Social Worker appears to have “favorites” who receive more positive reinforcement than others.</p> <p>Social Worker addresses student misbehavior but student immediately returns to the behavior once the Social Worker leaves.</p>	<p>Social Worker makes eye contact with a student who is potentially misbehaving.</p> <p>Social Worker is active in district-wide programs such as bullying/violence prevention, restorative practices and/or character education.</p>	<p>Social Worker empowers students to devise a system for monitoring their own behavior.</p> <p>Social Worker enlists parents and community members to work with students to improve the environment.</p>

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<b>2e: Organizing Physical Space</b>	<p>The physical environment is unsafe or inaccessible to some students.</p> <p>Social Worker is largely uninvolved in advocating for changes in physical space to ensure accessibility to all students.</p>	<p>The physical environment is safe, and essential goal achievement is accessible to most students.</p> <p>School Social Worker's use of physical resources, including computer technology, is moderately effective.</p> <p>Evident attempts to modify the physical space to better suit student needs.</p>	<p>The physical environment is safe, and the physical space is accessible to all students.</p> <p>Social Worker makes effective use of physical resources, including computer technology.</p> <p>Social Worker will make temporary and durable changes to physical space to meet student needs.</p>	<p>The physical environment is safe, reflective of the needs of all students, and ensures academic success.</p> <p>Social Workers empower students to contribute to the planning or adaptation of the physical environment to advance academic achievement.</p> <p>Technology is used skillfully, as appropriate to the delivery of services.</p>
<b>Evidence /Examples</b>	<p>The office is not set up with safety in mind. Power cord and furniture placement present physical hazards and unsecure records result in lack of privacy and confidentiality.</p> <p>Posters are inappropriate or offensive.</p>	<p>Physical space is not suitable for students who need to de-escalate and are in need of a safer environment. However, location is suitable for many group activities.</p>	<p>Social Worker has taken measures to maintain confidentiality and safety through organization of student information and placement of furniture.</p> <p>Space and resources can easily be adapted to the range of uses required.</p> <p>Anatomical dolls or children's games are stored unobtrusively when not in use.</p>	<p>Students are able to appropriately choose seating and proximity when entering the office.</p> <p>Students are appropriately allowed to provide materials and input into the look and feel of the environment (i.e., list of coping skills, self-esteem builders, feeling identification, etc.).</p>

Domain 3: Service Delivery				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3a: Communicating with Students/Communicating with Clients</b>	Social Worker does not clearly explain why they are offering their services to a client or define what those services look like.	Social Worker explains why they are offering their services and defines what those services look like with limited success.	Clients understand why they are meeting with the Social Worker and the goal of the service within the context of other factors including family, school and the larger community.	Clients understand why they are meeting with the Social Worker and the goal of the service within the context of other factors including family, school and the larger community.  Clients are able to see how services correspond and support their own interests and goals.
<b>Evidence/Examples</b>	Social Worker schedules a meeting with a student but does not inform the student's family and has not conducted a needs assessment.  Social Worker does not effectively establish home-school partnerships.	Social Worker schedules a meeting with a student and informs the student's family but has not conducted a needs assessment.  Social Worker creates a district-wide program for parent involvement but does not identify program goals.	Social Worker schedules a meeting with a student, informs the student's family and conducts a needs assessment.  Social Worker creates a district-wide program for parent involvement and communicates with stakeholders about program goals that support district initiatives.	Social Worker collaborates with educators, parents/ guardians and community partners to identify needs and strengthen services and outcomes.  Social Worker integrates student interests into activities.
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3b: Using Questioning and Discussion Techniques/Gathering Information</b>	School Social Worker's information-gathering techniques are low-level or inappropriate, eliciting limited student and/or family participation and recitation rather than discussion.  There is no knowledge about the process to gather information at the mezzo or macro level.	School Social Worker's information-gathering techniques are mediocre and at times inappropriate; eliciting limited student and/or family participation and recitation rather than discussion.  There is some knowledge about the process to gather information at the mezzo or macro level.	School Social Worker's information-gathering techniques are appropriate and consistently elicit student and/or family participation and discussion.  Efforts to gather information at the mezzo and macro level are adequate.	School Social Worker's information-gathering techniques are appropriate, thoughtful, and elicit maximum student and/or family participation and discussion.  Techniques are culturally and developmentally appropriate and result in client empowerment.  Information is gathered at the mezzo and macro level to address individual and systemic needs.
<b>Evidence/Examples</b>	Social Worker does not regularly invite clients to ask questions or use a protocol to keep discussion focused and meaningful.  Social Worker does not know how to find out how many students are homeless in the district.	Social Worker inconsistently tracks quantity and quality of student or client progress using a data system.  Social Worker knows how to conduct a needs assessment relative to truancy issues but is not sure how to directly assist district administrators.	Social Worker consistently tracks quantity and quality of student or client progress using a data system.  Social Worker knows how to conduct a needs assessment relative to truancy issues and offers recommendations to district administrators.	Social Worker involves clients in deciding which of an array of appropriate strategies and activities they may try/explore that align with their needs.  Social Worker regularly provides feedback to clients on their goal status.



Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3c: Engaging Students in Learning/Engaging Stakeholders</b>	<p>Activities, assignments, materials, and groupings of students are inappropriate to the goals of Social Worker intervention, or students' cultures or levels of understanding. Little intellectual engagement from student.</p> <p>The social worker does not attempt to engage parents/guardians in the educational process.</p>	<p>Activities and assignments, materials, and groupings of students are partially appropriate to the goals of Social Worker intervention, or students' cultures or levels of understanding, resulting in moderate intellectual engagement.</p> <p>The social worker sometimes promotes parent/guardian involvement in the educational process.</p>	<p>Activities and assignments, materials, and groupings of students are fully appropriate to the goals of Social Worker intervention, students' cultures and levels of understanding. Students are engaged in activities of a high level of rigor.</p> <p>The social worker consistently promotes parent/guardian involvement in the educational process.</p>	<p>School Social Workers ensure that students are engaged throughout the process in a meaningful manner appropriate to their developmental level.</p> <p>The goals of Social Worker intervention are adapted to the needs of individuals, and the structure and pacing allow for student reflection and closure.</p> <p>The social worker consistently promotes parent/guardian involvement in the educational process and demonstrates leadership in positively engaging parents/guardians.</p>
<b>Evidence/Examples</b>	<p>Social Worker includes a student with anger management issues in a small group intervention that does not offer strategies that will help the student successfully control their anger.</p> <p>Social Worker is part of a district-wide committee to improve school attendance and does not suggest strategies for parental involvement.</p>	<p>Students are grouped according to need but the curriculum is not suitable for their age or ability.</p> <p>Social Worker is part of a district-wide committee to improve school attendance and provides minimal suggestions for strategies to promote parental involvement.</p>	<p>Groups are based on student needs and goals, such as 6<sup>th</sup> grade anger management, divorce group, grief group, etc. Curriculum chosen is appropriate to age and ability.</p> <p>Social Worker is part of a district-wide committee to improve school attendance and provides helpful suggestions for strategies to promote parental involvement.</p>	<p>Students request and form groups based on needs and interests. Students are aware of issues and needs in the school, and suggestions are solicited from students via suggestion box or other means.</p> <p>Social Worker is part of a district-wide committee to improve school attendance and offers to develop a complementary program to promote parental involvement.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3d: Using Assessment in Service Delivery</b>	<p>Assessment is not utilized to inform service delivery.</p> <p>Interventions are not matched to student needs.</p> <p>Social Worker does not monitor progress towards goal achievement.</p> <p>Students and families are not engaged in self-assessment.</p>	<p>Assessment is utilized to inform service delivery but may or may not be reliable and valid.</p> <p>Interventions are usually matched to student needs.</p> <p>Social Worker inconsistently monitors progress towards goal achievement.</p> <p>Students and families are not consistently engaged in self-assessment.</p>	<p>A continuum of reliable and valid data sources are used to inform service delivery.</p> <p>Interventions are matched to student needs and progress-monitoring is in place.</p> <p>Clients are consistently engaged in self-assessment.</p>	<p>A continuum of reliable and valid data sources are used to inform service delivery.</p> <p>Evidence-informed interventions are appropriately matched to student needs and progress-monitoring is in place.</p> <p>Clients are consistently engaged in self-assessment.</p> <p>Data is used to continuously improve the quality of services and outcomes.</p>
<b>Evidence/Examples</b>	<p>Social Worker is not using any assessment tool to measure goal achievement for students participating in small group intervention. When asked, Social Worker is unable to produce assessment tools.</p> <p>Social Worker does not know very much about assessment.</p>	<p>When asked, Social Worker is able to produce some assessment tools but doesn't know whether they are reliable or not.</p> <p>Social Worker has assessment skills but interpretation of data may be inaccurate.</p>	<p>When asked, Social Worker is able to demonstrate use of a continuum of reliable and valid assessment tools and why they were selected for a certain client.</p>	<p>Social Worker is member of data analysis team for at-risk students and is able to effectively interpret and synthesize data to inform a comprehensive treatment plan for a student with drug and alcohol problems.</p>
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>3e: Demonstrating Flexibility and Responsiveness</b>	<p>School Social Worker does not attempt to modify services when needed or respond to student needs as they change.</p> <p>School Social Worker is not skilled in customizing services for individual clients.</p>	<p>School Social Worker attempts to modify services and respond to student needs with some success.</p> <p>School Social Worker is somewhat flexible in providing individualized services to students, given the constraints of the school environment.</p>	<p>School Social Worker modifies and customizes services in an effective, efficient and flexible manner.</p>	<p>School Social Worker is highly effective in modifying and customizing services in an effective, efficient and flexible manner.</p> <p>Social Worker demonstrates receptivity to feedback from other stakeholders and makes adjustments accordingly.</p>
<b>Evidence/Examples</b>	<p>Social Worker is unable to identify an alternative to meeting in the office when she found out that a parent would be unable to get transportation to the team meeting.</p> <p>Social Worker is unable to change his approach to his work with an individual student, despite lack of success using identified strategies.</p>	<p>Social Worker is able to identify some alternative to meeting in the office when she found out that a parent would be unable to get transportation to the team meeting.</p> <p>Social Worker is able to change some things about his approach to his work with an individual student, despite lack of success using identified strategies.</p>	<p>Social Worker is able to identify multiple alternatives to meeting in the office when she found out that a parent would be unable to get transportation to the team meeting.</p> <p>Social Worker is able to change his approach to his work with an individual student if a lack of success is observed.</p>	<p>Social Worker is able to easily identify alternatives to meeting in the office when she found out a parent was having difficulty with transportation and supports and encourages parent to draw on personal resources to be able to attend.</p> <p>Social Worker allows student/family/school to drive the content of the session based on their current need as well as identified goals.</p>

Domain 4: Professional Development/School Social Worker Responsibilities				
Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4a: Reflecting on Teaching/Reflecting on Practice</b>	The social worker does not reflect on practice, or the reflections are inaccurate or self-serving.	The social worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.	<p>The social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics.</p> <p>The social worker makes some specific suggestions as to how the social work program might be improved.</p>	<p>The social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students.</p> <p>The social worker draws on an extensive repertoire to suggest alternative strategies.</p>
<b>Evidence/Examples</b>	<p>Social Worker states group counseling session went well, despite evidence that intervention was ineffective</p> <p>Social Worker is not aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management, in large part due to lack of reflection on practice.</p>	<p>Social Worker reflects that group counseling session was not effective based on evidence/data</p> <p>Social Worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management, but is unable to articulate specific examples of the ineffectiveness.</p>	<p>Social Worker reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes.</p> <p>Social Worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management. Concrete, specific examples are shared with the committee, along with ideas for improvement.</p>	<p>Social Worker seeks out assistance through supervision to discuss and brainstorm intervention methods based on data</p> <p>Social Worker effectively articulates to the committee that specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.</p>

Component	Failing	Needs Improvement	Proficient	Distinguished
<b>4b: Maintaining Accurate Records/Maintaining a System for Managing Students' Data</b>	<p>School Social Worker maintains inaccurate records.</p> <p>Records are unable to be located in accordance with the school/district policy and state and federal law, and are not reflective of the National Association of Social Workers Code of Ethics.</p>	<p>School Social Worker maintains fairly accurate records.</p> <p>Records are unable to be easily located in accordance with the school/district policy and state and federal law, and are not reflective of the National Association of Social Workers Code of Ethics.</p>	<p>School Social Worker maintains accurate records.</p> <p>Records are able to be located in accordance with the school/district policy and state and federal law, and are reflective of the National Association of Social Workers Code of Ethics.</p>	<p>School Social Worker maintains accurate records that are highly systematic and comprehensive.</p> <p>Records are maintained according to the school/district policy and state and federal law, and are reflective of the National Association of Social Workers Code of Ethics.</p> <p>Records are used as a basis for service delivery planning and improvement.</p> <p>Data is used in research to improve quality and service delivery.</p>
<b>Evidence/Examples</b>	<p>Social Worker does not complete case notes in a timely fashion to summarize the individual session held earlier in the week, then loses track of some of the content when she writes the note at the end of the week.</p> <p>Social Worker is not keeping up with filing paperwork in student files and at times will misplace important information.</p>	<p>Social Worker does not complete case notes in a timely fashion to summarize the individual session held earlier in the day, then loses track of some of the content when she writes the note before leaving for the day.</p> <p>Social Worker occasionally files paperwork in student files but at times will misplace important information.</p>	<p>Social Worker completes case notes immediately following the individual session she has with a student or family.</p> <p>Documentation is filed and organized on a regular basis and is accessible as needed.</p>	<p>Social Worker completes case notes immediately following sessions and uses technology for tracking and progress monitoring. Social Worker then uses this information to enhance service delivery.</p> <p>Students are encouraged to monitor and track their own progress in group and individual sessions through self-monitoring.</p>

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4c: Communicating with Families/Communicating with Stakeholders</b>	The School Social Worker provides little/no information to stakeholders about the service delivery program and/or individual students.	The School Social Worker provides minimal communication to stakeholders and/or in response to family concerns. There is partial success in attempts to engage stakeholders in the service delivery program.	The School Social Worker provides frequent, culturally- appropriate information to stakeholders about the service delivery program, student progress, and responses to stakeholder concerns; frequent, successful efforts are made to engage stakeholders in the service delivery program.	The School Social Worker provides frequent, culturally-appropriate information to stakeholders.  The School Social Worker also encourages student voice in communication with stakeholders.  Successful efforts to engage stakeholders in the service delivery program and evaluation enhance student academic achievement.
<b>Evidence/Examples</b>	Social Worker avoids staff communication, doesn't make time to meet with staff regarding student needs/progress.  A parent/guardian doesn't know student is receiving services or when concerns arise because no contact is made by Social Worker.	Social Worker recognizes staff concern and desire for communication but does not take time to meet with them regarding student needs/progress.  Parent/guardian knows about service, but doesn't fully understand need.	Social Worker respects confidentiality, but engages stakeholders through regular communication regarding needs and progress of student.  Social Worker discusses social work services with parents/guardians in accordance with laws around confidentiality.	Students are provided with regular progress reports to share with stakeholders.  Stakeholders are given feedback forms to provide feedback to Social Worker to address in sessions.
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4d: Participating in a Professional Community/Participating in a Professional Learning Community</b>	School Social Worker's relationships with colleagues are negative or self-serving. There is no participation, or avoidance of becoming involved, in school events and/or school and district projects.	School Social Worker relationships are cordial and fulfill required school/district duties. There is involvement in school events and/or school/district projects as requested.	School Social Worker relationships are characterized by mutual support and cooperation. Active participation in school events and school/district projects is clear, with School Social Worker making substantial contributions.	School Social Worker relationships are characterized by mutual support, cooperation and initiative in assuming leadership roles.  School Social Workers promote a culture of inquiry and make substantial contributions to school/district projects.
<b>Evidence/Examples</b>	Social Worker isolates self from school activities, participating when beneficial to self.  Social Worker does not work after scheduled hours even when responsibilities of job are not completed.	Social Worker is polite and respectful to colleagues, but only attends functions when reminded by principal or supervisor.  Social Worker does not share strategies with colleagues, unless requested.	Colleagues/principal notice student improvement since Social Worker's regular participation in team meetings and sharing of resources.  Social Worker volunteers time for after school functions and shares resources from professional development without requests/reminders.	Social Worker develops resource library for social, emotional, behavioral interventions and strategies for use by colleagues/staff.  Social Worker researches and develops a club or committee to prevent bullying and improve social development and peer relationships in school.

<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4e: Growing and Developing Professionally</b>	The social worker does not participate in professional development activities.	The social worker participates in professional development activities when convenient or required.	The social worker seeks out opportunities for professional development based on an individual assessment of need.	The social worker actively participates in professional development opportunities and makes a substantial contribution to the profession/educational community.
<b>Evidence/Examples</b>	<p>Social Worker is absent during professional development or in-service days that are required by the district, and they allow their professional licensure to lapse.</p> <p>Social Worker attends professional development or in-service workshops but without regard to the content and does not seek outside professional development opportunities.</p>	<p>Social Worker is present during professional development or in-service days that are required by the district, but is often seen talking with others or wandering around rather than attentive, but their licensure is updated bi-annually.</p> <p>Social Worker attends professional development or in-service workshops but chooses workshops based on peer selections rather than what would offer content most closely related to social work services.</p>	<p>Social Worker is present during professional development or in-service days that are required by the district and is attentive and participating in workshops. License is kept current.</p> <p>Social Worker attends professional development or in-service workshops based on content most closely related to social work services, seeking opportunities outside the district, as offered through NASW or PASOCIAL WORKERP, to meet their professional licensure requirements and areas of interest.</p>	<p>Social Worker offers to help coordinate professional development or in-service days. License is kept current.</p> <p>Social Worker attends professional development or in-service workshops based on content most closely related to social work services, seeking opportunities outside the district, as offered through NASW or PASOCIAL WORKERP, to meet their professional licensure requirements and areas of interest.</p>
<b>Component</b>	<b>Failing</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>4f: Showing Professionalism/ Showing Professionalism through Self-Awareness, Self-Monitoring, and Professional Accountability</b>	School social worker rarely exhibits professional conduct and self-awareness.	School social worker generally exhibits professional conduct and self-awareness.	School social worker nearly always exhibits professional conduct and self-awareness.	School social worker consistently exhibits professional conduct and self-awareness. School social worker supports all school personnel in exhibiting professional conduct and self-awareness.
<b>Evidence/Examples</b>	<p>The School Social Worker talks about student related issues in open areas with other staff members nearby, violating confidentiality regulations.</p> <p>The School Social Worker engages in argumentative behavior with challenging students, parents/guardians, or staff members.</p>	<p>The School Social Worker shares information with parent/guardian that the student shared in confidence, violating confidentiality regulations.</p> <p>The School Social Worker shows frustration with challenging students, parents/guardians, or staff members.</p>	<p>The School Social Worker maintains confidentiality of student information while speaking with the parent/guardian by educating them on the regulations governing privacy of information (as applicable depending on the nature of the issue and age of the student).</p> <p>The School Social Worker maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p>	<p>The School Social Worker consistently maintains confidentiality of student information and promotes the importance of confidentiality among colleagues.</p> <p>The School Social Worker maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p> <p>School Social Worker uses active listening and motivational strategies to manage client resistance and move forward in the counseling process.</p>