

RUBRIC ASSESSMENT: SCHOOL SOCIAL WORKER (SSW)

Date Self-Assessment Evaluator Assessment

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Ia: Demonstrating Knowledge of Social Work Principles, Theories, and Practice</i>	<ul style="list-style-type: none"> ➤ Demonstrates little/no knowledge of social work principles, theories, and methods of practice. ➤ Demonstrates little/no knowledge of federal and state laws and regulations, district policies, and procedures. 	<ul style="list-style-type: none"> ➤ Demonstrates basic knowledge of social work principles, theories, and methods of practice. ➤ Demonstrates basic knowledge of federal and state laws and regulations, district policies, and procedures. 	<ul style="list-style-type: none"> ➤ Demonstrates thorough knowledge of social work principles, theories, and methods of practice and applies these in the educational setting. ➤ Demonstrates thorough knowledge of federal and state laws and regulations, district policies, and procedures. 	<ul style="list-style-type: none"> ➤ Demonstrates extensive knowledge of social work principles, theories, and methods of practice. Shares this knowledge with other professionals and applies the knowledge in the educational setting. ➤ Demonstrates extensive knowledge of federal and state laws and regulations, district policies, and procedures. Consistently applies this knowledge when providing services to students and families.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Develops/delivers plans and practice that are not related to relevant social work theory and techniques. ➤ Uses a therapeutic group as a forum to discipline or shame an individual student. 	<ul style="list-style-type: none"> ➤ Designs/delivers plans and practice that are distally related to relevant social work theory and best practices. ➤ Adopts and implements a research-informed intervention but does not make adaptations for a student with a disability. 	<ul style="list-style-type: none"> ➤ Designs/delivers plans and practice that reflect sound knowledge of social work theory and effectively incorporate best practices. ➤ Utilizes a developmental model (e.g., Tuckman stages) to guide service delivery. 	<ul style="list-style-type: none"> ➤ Designs/delivers plans and practice that demonstrate knowledge of best practice and reflect needs of individuals, the school, and larger community. ➤ Develops briefing materials to help colleagues understand eating disorders and the impact on learning.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Students and Families</i>	<ul style="list-style-type: none"> ➤ Exhibits little/no knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs. 	<ul style="list-style-type: none"> ➤ Demonstrates inconsistent knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs. 	<ul style="list-style-type: none"> ➤ Demonstrates adequate knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs based upon a continuum of reliable and valid sources. 	<ul style="list-style-type: none"> ➤ Seeks knowledge of student backgrounds, cultures, skills, language proficiency, interests, and special needs using a continuum of reliable and valid sources. ➤ Identifies needs and develops a process to evaluate outcomes.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Uses a “one size fits all” approach for all students, regardless of individual characteristics. ➤ Does not review available background information on students. ➤ Does not know any factual information during a team meeting. 	<ul style="list-style-type: none"> ➤ Does not consider family structure and culture in assessment of student. ➤ Uses intervention strategies that are not always appropriate to the situation or to student needs. ➤ Provides inconsistent factual data during a team meeting. 	<ul style="list-style-type: none"> ➤ Develops intervention strategies that are relevant to the situation and the individual student following a consultation with stakeholders. ➤ Uses student evaluation that includes family, social group, and community strengths and deficiencies that impact learning. ➤ Provides current factual data during a team meeting. 	<ul style="list-style-type: none"> ➤ Develops intervention strategies that are highly appropriate to the situation and the individual student following a consultation with stakeholders. ➤ Is able to present extensive factual data during a team meeting.
<i>1c: Setting Service Delivery Outcomes</i>	<ul style="list-style-type: none"> ➤ Sets service delivery outcomes that do not reflect the needs of individuals and are not measurable. ➤ Sets service delivery outcomes with limited opportunities for coordination and alignment with instruction. 	<ul style="list-style-type: none"> ➤ Sets service delivery outcomes that inconsistently reflect the needs of individuals and may or may not be measurable. ➤ Sets service delivery outcomes that have some opportunities for coordination and alignment with instruction. 	<ul style="list-style-type: none"> ➤ Sets service delivery outcomes that consistently reflect the developmental and learning needs of individuals and are measurable. ➤ Sets service delivery outcomes that are integrated and aligned with instruction. 	<ul style="list-style-type: none"> ➤ Sets service delivery outcomes that reflect the developmental and learning needs of individuals, are measurable and integrated, and are aligned with standards-based instruction. ➤ Considers outcomes within the context of system-level goals.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Sets service plan goals that do not reflect the needs of a student as per the IEP. ➤ 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. 	<ul style="list-style-type: none"> ➤ Adopts an intervention that is not research-based and attempts to adapt it to the needs of a student with a disability. ➤ Sets service delivery outcomes that are measurable but the timeline for attaining them is unrealistic. 	<ul style="list-style-type: none"> ➤ Collaborates with students, families, and community stakeholders to determine needs and inform a specific service delivery outcome. ➤ Explains to the school team how the outcomes are tied to local, state, and national standards, and shows them an example. 	<ul style="list-style-type: none"> ➤ Meets regularly with stakeholders to provide updates regarding service delivery goals and outcomes. ➤ Collaborates with stakeholders regarding the quality of data sources that will be used to revise and refine service delivery outcomes. ➤ Regularly establishes outcomes and examples that reflect what individuals will learn as a function of their services.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	<ul style="list-style-type: none"> ➤ Demonstrates little/no knowledge of school and community resources available to assist students and families. 	<ul style="list-style-type: none"> ➤ Demonstrates some familiarity with resources available through the school or community for students and their families. 	<ul style="list-style-type: none"> ➤ Demonstrates knowledge of school and community resources available to assist students and families. 	<ul style="list-style-type: none"> ➤ Demonstrates extensive knowledge of school and community resources available to assist students and families, and shares knowledge of resources with colleagues.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Works on supporting a homeless family but is unfamiliar with shelters and other types of emergency housing in the community and does not know how to begin looking for resources. ➤ Does not refer students to Student Assistance Program when their needs warrant such a referral. 	<ul style="list-style-type: none"> ➤ Offers a homeless family some options for services but does not offer follow-up services. ➤ 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. 	<ul style="list-style-type: none"> ➤ 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). ➤ Builds relationships with community providers to enhance service delivery and provides the family with contact information. 	<ul style="list-style-type: none"> ➤ Offers a family whose needs have changed an extensive continuum of alternate resources. ➤ Develops and/or maintains a current and comprehensive database of resources that can be accessed by colleagues, students, and families.
<i>Ie: Designing Coherent Service Delivery</i>	<ul style="list-style-type: none"> ➤ Develops services that are poorly designed and do not meaningfully engage students. ➤ Uses targeted interventions that are not evidenced-based and do not match student needs. 	<ul style="list-style-type: none"> ➤ Does not consistently design services to match the varying and changing needs of students. ➤ Uses targeted interventions and methodologies that may or may not be evidence-informed. ➤ Does not consistently engage students in learning, growth, and goal setting as a function of coherent service design. 	<ul style="list-style-type: none"> ➤ Consistently designs services to match the varying and changing needs of students. ➤ Uses targeted interventions and methodologies that are evidence-informed. ➤ Students are consistently engaged in learning, growth, and goal setting as a function of coherent service design. 	<ul style="list-style-type: none"> ➤ Is highly effective in designing services that are varied and appropriate to their students and differentiated goals/outcomes. ➤ Empowers students to identify opportunities, resources, and experiences that will build on individual strengths and move them forward.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Fails to conduct an assessment interview with a student referred for services. ➤ Fails to use key information from existing records and prior assessments to meaningfully engage a student who is homeless. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Clearly defines the roles of the social worker, family, and student. ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.

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<i>If: Designing Student Assessments</i>	<ul style="list-style-type: none"> ➤ Is not able to identify assessment methods and measures that are congruent with student needs. 	<ul style="list-style-type: none"> ➤ Uses an approach to assessment that is only partially aligned with student needs and reason for referral. 	<ul style="list-style-type: none"> ➤ Uses an approach to assessment that addresses reason for referral, student needs, and educational goals. 	<ul style="list-style-type: none"> ➤ Uses an approach to assessment that addresses reason for referral, student needs, and educational goals, which also reflects evidence-based practices and data collection. ➤ Adapts assessment methodologies for individual students and groups as needed.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Is unable to set an assessment plan with clear criteria, standards, or alignment with service delivery outcomes or individual student needs. ➤ Does not collect or analyze data to determine progress or goal achievement. 	<ul style="list-style-type: none"> ➤ Uses rudimentary assessment tools that may not be suitable for intervention. Information does not measure variables under investigation. ➤ Determines progress or goal achievement with data that is incomplete or incorrectly collected. 	<ul style="list-style-type: none"> ➤ Can show how a data source (e.g., reliable and valid behavioral checklist) will help them to evaluate whether services impacted upon student growth (a social skills outcome). ➤ A group of students who work with the Social Worker can demonstrate that they understand their goals. 	<ul style="list-style-type: none"> ➤ As a function of working with the Social Worker, a student is able to track his progress and set a new goal. ➤ 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
2a: Creating an Environment of Respect and Rapport	<ul style="list-style-type: none"> ➤ Has interactions with some students that are negative, demeaning, sarcastic, or inappropriate. 	<ul style="list-style-type: none"> ➤ Has interactions that are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for developmental differences and/or culture. 	<ul style="list-style-type: none"> ➤ Has interactions that are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among students. ➤ Models and teaches an environment of respect and rapport. 	<ul style="list-style-type: none"> ➤ Has interactions with individual students, families, and colleagues that are highly respectful and reflect genuine warmth, caring, and sensitivity. ➤ Cultivates a school environment where students model and teach respect and rapport.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not know students by name. ➤ Does not appear to be listening when students are sharing information. 	<ul style="list-style-type: none"> ➤ Usually greets students as they walk in the door. ➤ Usually contacts families to learn about students. 	<ul style="list-style-type: none"> ➤ Asks students how they feel about their services. ➤ Uses a range of active listening techniques with all students. 	<ul style="list-style-type: none"> ➤ Ensures that student feels comfortable telling the Social Worker that they have witnessed abuse in the home. ➤ Learns that a student really likes basketball and strategically plans an initial meeting with that student in the school gymnasium.
2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> ➤ Does not contribute to a culture for academic success. ➤ Communicates low expectations for student achievement, behavior, and attendance. 	<ul style="list-style-type: none"> ➤ Contributes to a culture for academic success when directed by others. ➤ Communicates reasonable expectations for student achievement, behavior, and attendance but exhibits inconsistent levels of supportive accountability. 	<ul style="list-style-type: none"> ➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision. 	<ul style="list-style-type: none"> ➤ Establishes a culture for academic success through establishment of resources to address behavioral, social-emotional, cognitive, cultural, and familial strengths and needs. ➤ Communicates high but realistic expectations through the establishment of positive reinforcement, supportive accountability, and supervision. ➤ Is instrumental in mobilizing a team of individuals who work together to help students achieve success.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not initiate a response to a crisis situation. ➤ Relays to a student that his/her goals are unlikely to be attained. 	<ul style="list-style-type: none"> ➤ Students verbally commit to participating in Social Worker services but there is limited evidence of behavioral commitment. ➤ Appears to assume most of the responsibility and ownership for identifying student goals and solutions. 	<ul style="list-style-type: none"> ➤ Shares personal learning experiences with student and a new strategy that he/she is trying. ➤ Shares the reason that they are working with the student and explains the importance of the student's participation and active involvement. 	<ul style="list-style-type: none"> ➤ Ensures that students can articulate their goals as a function of working with the Social Worker and can explain why they are important. ➤ Assists students with attributing their progress to hard work and effort rather than to luck.

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2c: Managing Procedures	<ul style="list-style-type: none"> ➤ Social Worker and students are not observed to be productively engaged. ➤ Loses significant time due to poor planning, organization, and lack of clearly defined responsibilities. 	<ul style="list-style-type: none"> ➤ Social Worker and students are observed to be inconsistently engaged. ➤ Loses some service delivery time due to poor planning, organization, and lack of clearly defined responsibilities. 	<ul style="list-style-type: none"> ➤ Organizes services that are organized, and consistently engages students in learning. ➤ Protects service delivery time through effective planning, organization, and clearly defined responsibilities. 	<ul style="list-style-type: none"> ➤ Ensures that services are well-organized and students are highly engaged in learning and assuming responsibility for their progress. ➤ Maximizes service delivery time through effective planning, organization, and clearly defined responsibilities.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not establish procedures for working with students such as listening and sharing responsibilities. ➤ Does not ensure that students know what they are supposed to accomplish via the support of the Social Worker. 	<ul style="list-style-type: none"> ➤ Establishes procedures for working with students such as listening and sharing responsibilities, however, they are not consistently reinforced. ➤ Provides inconsistent feedback to students. 	<ul style="list-style-type: none"> ➤ Establishes procedures for working with students such as listening and sharing responsibilities. ➤ Provides consistent feedback to students on their progress. 	<ul style="list-style-type: none"> ➤ Works together with students to establish expectations and outcomes. ➤ Engages students in self-assessing how they are doing.
2d: Managing Student Behavior	<ul style="list-style-type: none"> ➤ Does not establish standards for conduct and students are confused about the expectations. ➤ Provides ineffective monitoring of student behavior. Responds to student misbehavior in a manner that is repressive and/or disrespectful of student dignity. 	<ul style="list-style-type: none"> ➤ Demonstrates effort to establish standards of conduct for students. ➤ Responds to misbehavior with uneven results. 	<ul style="list-style-type: none"> ➤ Monitors standards of conduct that are clear to all students. ➤ Responds appropriately to student misbehavior and respects student dignity. ➤ Promotes positive school culture and pro-social initiatives. 	<ul style="list-style-type: none"> ➤ Establishes clear standards of student conduct, with evidence of student participation in setting those standards. ➤ Monitors student behavior in a manner that is subtle and preventive. Responds to student misbehavior in a manner that is sensitive to individual student needs and educative rather than punitive. ➤ Empowers students to take an active role in self-monitoring behavior.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not make eye contact with students. ➤ Notices two students misbehaving in hallway and does not intervene. 	<ul style="list-style-type: none"> ➤ Has “favorites” who receive more positive reinforcement than others. ➤ Addresses student misbehavior but student immediately returns to the behavior once the Social Worker leaves. 	<ul style="list-style-type: none"> ➤ Makes eye contact with a student who is potentially misbehaving. ➤ Is active in district-wide programs such as bullying/violence prevention, restorative practices, and/or character education. 	<ul style="list-style-type: none"> ➤ Empowers students to devise a system for monitoring their own behavior. ➤ Enlists parents and community members to work with students to improve the environment.

Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical Space	<ul style="list-style-type: none"> ➤ Creates a physical environment that is not conducive, is unsafe, or is inaccessible to some students. ➤ Is largely uninvolved in advocating for changes in physical space to ensure accessibility to all students. 	<ul style="list-style-type: none"> ➤ Ensures the physical environment is conducive to most student needs. Physical environment is accessible to most students. ➤ Uses physical resources, including computer technology, with moderate effectiveness. ➤ Makes attempts to modify the physical space to better suit student needs. 	<ul style="list-style-type: none"> ➤ Ensures the physical environment is conducive to intervention needed and is accessible to all students. ➤ Makes effective use of physical resources, including computer technology. ➤ Makes temporary and durable changes to physical space to meet student needs. 	<ul style="list-style-type: none"> ➤ Ensures the physical environment is conducive to interventions, is reflective of the needs of all students, and promotes academic success. ➤ Empowers students to contribute to the planning or adaptation of the physical environment to advance academic achievement. ➤ Uses technology skillfully, as appropriate to the delivery of services.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not set up physical space with safety in mind. Power cord and furniture placement present physical hazards and unsecure records result in lack of privacy and confidentiality. ➤ Has posters that are inappropriate or offensive. 	<ul style="list-style-type: none"> ➤ Provides physical space that is not suitable for students who need to de-escalate and are in need of a safe environment. However, location is suitable for many group activities. 	<ul style="list-style-type: none"> ➤ Takes measures to maintain confidentiality and safety through organization of student information and placement of furniture. ➤ Provides space and resources that can easily be adapted to the range of uses required. ➤ Stores anatomical dolls or children's games unobtrusively when not in use. 	<ul style="list-style-type: none"> ➤ Ensures students are able to appropriately choose seating and proximity when entering the office. ➤ Empowers students to appropriately provide materials and input into the look and feel of the environment (e.g., list of coping skills, self-esteem builders, feeling identification,).

Domain 3: Service Delivery

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating Clearly and Accurately	<ul style="list-style-type: none"> ➤ Does not clearly explain why he/she is offering his/her services to a student or define what those services look like. 	<ul style="list-style-type: none"> ➤ Explains why he/she is offering his/her services and defines what those services look like without verifying student understanding. 	<ul style="list-style-type: none"> ➤ Ensures students 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. 	<ul style="list-style-type: none"> ➤ Ensures students 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. ➤ Ensures students are able to see how services correspond to and support their own interests and goals.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Schedules a meeting with a student but does not inform the student's family and has not conducted a needs assessment. ➤ Does not effectively establish home-school partnerships. 	<ul style="list-style-type: none"> ➤ Schedules a meeting with a student and informs the student's family but has not conducted a needs assessment. ➤ Creates a district-wide program for parent involvement but does not identify program goals. 	<ul style="list-style-type: none"> ➤ Schedules a meeting with a student, informs the student's family, and conducts a needs assessment. ➤ Creates a district-wide program for parent involvement and communicates with stakeholders about program goals that support district initiatives. 	<ul style="list-style-type: none"> ➤ Collaborates with educators, parents/guardians, and community partners to identify needs and strengthen services and outcomes. ➤ Integrates student interests into activities.
3b: Gathering Information	<ul style="list-style-type: none"> ➤ Uses information-gathering techniques that are low-level or inappropriate, eliciting limited student and/or family participation and recitation rather than discussion. 	<ul style="list-style-type: none"> ➤ Uses information-gathering techniques that are mediocre and at times inappropriate, eliciting limited student and/or family participation and recitation rather than discussion. 	<ul style="list-style-type: none"> ➤ Uses information-gathering techniques that are appropriate and consistently elicit student and/or family participation and discussion. 	<ul style="list-style-type: none"> ➤ Uses information-gathering techniques that are appropriate, are thoughtful, and elicit maximum student and/or family participation and discussion. ➤ Uses techniques that are culturally and developmentally appropriate and result in student empowerment.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not regularly invite students to ask questions or use a protocol to keep discussion focused and meaningful. ➤ Does not know how to find out how many students are homeless in the district. 	<ul style="list-style-type: none"> ➤ Inconsistently tracks quantity and quality of student progress using a data system. ➤ Knows how to conduct a needs assessment relative to truancy issues but is not sure how to directly assist district administrators. 	<ul style="list-style-type: none"> ➤ Consistently tracks quantity and quality of student progress using a data system. ➤ Knows how to conduct a needs assessment relative to truancy issues and offers recommendations to district administrators. 	<ul style="list-style-type: none"> ➤ Involves students in deciding which of an array of appropriate strategies and activities they may try/explore that align with their needs. ➤ Regularly provides feedback to students on their goal status.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>3c: Engaging Students, Families, and Stakeholders in Learning</i>	<ul style="list-style-type: none"> ➤ Uses activities, tasks, materials, and groupings of students that are inappropriate to the goals of intervention or students' cultures or levels of understanding, resulting in little observable engagement from student. ➤ Does not attempt to engage parents/guardians in the educational process. 	<ul style="list-style-type: none"> ➤ Inconsistently uses activities, tasks, materials, and groupings of students that are appropriate to the goals of intervention or students' cultures or levels of understanding, resulting in moderate observable engagement. ➤ Sometimes promotes parent/guardian involvement in the educational process. 	<ul style="list-style-type: none"> ➤ Uses activities, tasks, materials, and groupings of students that are fully appropriate to the goals of intervention and students' cultures and levels of understanding, resulting in student engagement in activities of a high level of rigor. ➤ Consistently promotes parent/guardian involvement in the educational process. 	<ul style="list-style-type: none"> ➤ Ensures that students are engaged throughout the process in a meaningful manner appropriate to their developmental level. ➤ Adapts the goals of Social Worker intervention to the needs of individuals, and ensures the structure and pacing allow for student reflection and closure. ➤ Consistently promotes parent/guardian involvement in the educational process and demonstrates leadership in positively engaging parents/guardians.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Includes a student with anger management issues in a small group intervention that does not offer strategies that will help the student successfully control his/her anger. ➤ Is part of a district-wide committee to improve school attendance and does not suggest strategies for parental involvement. 	<ul style="list-style-type: none"> ➤ Groups students according to need but the curriculum is not suitable for their age or ability. ➤ Is part of a district-wide committee to improve school attendance and provides minimal suggestions for strategies to promote parental involvement. 	<ul style="list-style-type: none"> ➤ Bases groups on student needs and goals, such as 6th grade anger management, divorce group, and grief group. Choses curriculum that is appropriate to age and ability. ➤ Is part of a district-wide committee to improve school attendance and provides helpful suggestions for strategies to promote parental involvement. 	<ul style="list-style-type: none"> ➤ Empowers students to 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 (e.g., via suggestion box). ➤ Is part of a district-wide committee to improve school attendance and offers to develop a complementary program to promote parental involvement.
<i>3d: Using Assessment in Service Delivery</i>	<ul style="list-style-type: none"> ➤ Does not utilize assessment to inform service delivery. ➤ Does not match interventions to student needs. ➤ Does not monitor progress toward goal achievement. ➤ Does not ensure students and families are engaged in self-assessment. 	<ul style="list-style-type: none"> ➤ Utilizes assessment to inform service delivery but assessments may or may not be reliable and valid. ➤ Usually uses interventions that are matched to student needs. ➤ Inconsistently monitors progress toward goal achievement. ➤ Does not ensure students and families are consistently engaged in self-assessment. 	<ul style="list-style-type: none"> ➤ Uses a continuum of reliable and valid data sources to inform service delivery. ➤ Uses interventions that are matched to student needs, and monitors progress. ➤ Ensures students are consistently engaged in self-assessment. 	<ul style="list-style-type: none"> ➤ Uses a continuum of reliable and valid data sources to inform service delivery. ➤ Uses evidence-informed interventions that are appropriately matched to student needs, and monitors progress. ➤ Consistently engages students in self-assessment. ➤ Uses data to continuously improve the quality of services and outcomes.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not use assessment tools to measure goal achievement for students participating in small group intervention. When asked, is unable to produce assessment tools. ➤ Does not possess much knowledge about assessment. 	<ul style="list-style-type: none"> ➤ Is able to produce some assessment tools, when asked, but does not know whether they are reliable. ➤ Has assessment skills but interpretation of data may be inaccurate. 	<ul style="list-style-type: none"> ➤ Is able to demonstrate use of a continuum of reliable and valid assessment tools when asked why they were selected for a certain student. 	<ul style="list-style-type: none"> ➤ Is a 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.

School Social Worker – June 01, 2014 “Adapted from Charlotte Danielson’s 2011 Framework for Teaching.”

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<i>3e: Demonstrating Flexibility and Responsiveness</i>	<ul style="list-style-type: none"> ➤ Does not attempt to modify services when needed or respond to student needs as they change. ➤ Is not skilled in customizing services for individual students. 	<ul style="list-style-type: none"> ➤ Attempts to modify services and respond to student needs with some success. ➤ Is somewhat flexible in providing individualized services to students, given the constraints of the school environment. 	<ul style="list-style-type: none"> ➤ Modifies and customizes services in an effective, efficient, and flexible manner. 	<ul style="list-style-type: none"> ➤ Is highly effective in modifying and customizing services in an effective, efficient, and flexible manner. ➤ Demonstrates receptivity to feedback from other stakeholders and makes adjustments accordingly.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Is unable to identify an alternative to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➤ Is unable to change his/her approach to his/her work with an individual student, despite lack of success using identified strategies. 	<ul style="list-style-type: none"> ➤ Is able to identify some alternative to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➤ Is able to change some things about his/her approach to his/her work with an individual student if a lack of success is observed. 	<ul style="list-style-type: none"> ➤ Is able to identify multiple alternatives to meeting in the office when he/she finds out that a parent is unable to get transportation to the team meeting. ➤ Is able to change his/her approach to his/her work with an individual student if a lack of success is observed. 	<ul style="list-style-type: none"> ➤ Is able to easily identify alternatives to meeting in the office when he/she finds out a parent is unable to get transportation to the team meeting, and supports and encourages parent to draw on personal resources to be able to attend. ➤ Allows student/family/school to drive the content of the session based on their current need as well as identified goals.

Domain 4: Professional Development/School Social Worker Responsibilities

Component	Failing	Needs Improvement	Proficient	Distinguished
4a: Reflecting on Practice	<ul style="list-style-type: none"> ➤ Does not reflect on practice, or the reflections are inaccurate or self-serving. 	<ul style="list-style-type: none"> ➤ Reflects on practice with relative accuracy and objectivity without citing specific examples and with only global suggestions as to how it might be improved. 	<ul style="list-style-type: none"> ➤ Reflection on practice provides an accurate and objective description of practice, citing specific positive and negative characteristics. ➤ Makes some specific suggestions as to how the social work program might be improved. 	<ul style="list-style-type: none"> ➤ Reflection on practice is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. ➤ Draws on an extensive repertoire to suggest alternative strategies.
Evidence/Examples	<ul style="list-style-type: none"> ➤ States group counseling session went well, despite evidence that intervention was ineffective ➤ 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. 	<ul style="list-style-type: none"> ➤ Cannot identify why a group counseling session was not effective. ➤ 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. 	<ul style="list-style-type: none"> ➤ Reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes. ➤ Is aware of previously tried, ineffective strategies when contributing to committees addressing school-wide behavior management. Offers concrete, specific examples and ideas for improvement. 	<ul style="list-style-type: none"> ➤ Seeks out assistance through supervision to discuss and brainstorm intervention methods based on data ➤ Effectively articulates to the committee that specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.
4b: Maintaining Accurate Records and Systems for Managing Students' Data	<ul style="list-style-type: none"> ➤ Maintains inaccurate records. ➤ Unable to locate records in accordance with the school/district policy and state and federal law, and records are not reflective of the National Association of Social Workers (NASW) Code of Ethics. 	<ul style="list-style-type: none"> ➤ Maintains fairly accurate records. ➤ Unable to easily locate records in accordance with the school/district policy and state and federal law, and records are not reflective of the NASW Code of Ethics. 	<ul style="list-style-type: none"> ➤ Maintains accurate records in a confidential manner. ➤ Is able to locate records in accordance with the school/district policy and state and federal law, and records are reflective of the NASW Code of Ethics. 	<ul style="list-style-type: none"> ➤ Maintains accurate and confidential records that are highly systematic and comprehensive. ➤ Maintains records in accordance with the school/district policy and state and federal laws, and records are reflective of the NASW Code of Ethics. ➤ Uses records as a basis for service delivery planning and improvement. ➤ Uses data in research to improve quality and service delivery.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Does not complete in a timely fashion case notes to summarize the individual session held earlier in the week, then loses track of some of the content when writing the note at the end of the week. ➤ Does not keep up with filing paperwork in student files and, at times, misplaces important information. 	<ul style="list-style-type: none"> ➤ Does not complete in a timely fashion case notes to summarize the individual session held earlier in the day, then loses track of some of the content when writing the note before leaving for the day. ➤ Occasionally files paperwork in student files but, at times, misplaces important information. 	<ul style="list-style-type: none"> ➤ Completes case notes immediately following the individual session he/she has with a student or family. ➤ Files and organizes documentation on a regular basis and documentation is accessible as needed. 	<ul style="list-style-type: none"> ➤ Completes case notes immediately following sessions and uses technology for tracking and monitoring progress. Uses this information to enhance service delivery. ➤ Encourages students to monitor and track their own progress in group and individual sessions through self-monitoring.

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4c: Communicating with Stakeholders	<ul style="list-style-type: none"> ➤ Provides little/no information to stakeholders about the service delivery program and/or individual students. 	<ul style="list-style-type: none"> ➤ Provides limited communication to stakeholders and/or in response to family concerns. There is partial success in attempts to engage stakeholders in the service delivery program. 	<ul style="list-style-type: none"> ➤ Provides frequent, culturally appropriate information to stakeholders about the service delivery program, student progress, and responses to stakeholder concerns; makes frequent, successful efforts to engage stakeholders in the service delivery program. 	<ul style="list-style-type: none"> ➤ Provides frequent, culturally appropriate information to stakeholders. ➤ Encourages student voice in communication with stakeholders. ➤ Successfully engages stakeholders in the service delivery program, and evaluations enhance student academic achievement.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Avoids staff communication, and does not make time to meet with staff regarding student needs/progress. ➤ Does not make contact with parent/guardian; parent/guardian does not know student is receiving services or when concerns arise. 	<ul style="list-style-type: none"> ➤ Recognizes staff concern and desire for communication but does not take time to meet with them regarding student needs/progress. ➤ Makes contact with parent/guardian; parent/guardian knows about service, but does not fully understand the need. 	<ul style="list-style-type: none"> ➤ Respects confidentiality, but engages stakeholders through regular communication regarding needs and progress of student. ➤ Discusses social work services with parents/guardians in accordance with laws around confidentiality. 	<ul style="list-style-type: none"> ➤ Provides students with regular progress reports to share with stakeholders. ➤ Gives stakeholders feedback forms to provide feedback to Social Worker to address in sessions.
4d: Participating in Professional and School Communities	<ul style="list-style-type: none"> ➤ Has relationships with colleagues that are negative or self-serving. ➤ Does not participate in, or avoids becoming involved in, school events and/or school and district projects. 	<ul style="list-style-type: none"> ➤ Has relationships that are perfunctory and fulfill required school/district duties. ➤ Is involved in school events and/or school/district projects as requested. 	<ul style="list-style-type: none"> ➤ Has relationships that are characterized by mutual support and cooperation. ➤ Actively participates in school events and school/district projects, with School Social Worker making substantial contributions. 	<ul style="list-style-type: none"> ➤ Has relationships that are characterized by mutual support and cooperation, and takes the initiative in assuming leadership roles. ➤ Promotes a culture of inquiry and makes substantial contributions to school/district projects.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is isolated from school activities, only participating when beneficial to self. ➤ Does not work after scheduled hours even when responsibilities of job are not completed. 	<ul style="list-style-type: none"> ➤ Is polite and respectful to colleagues, but only attends functions when reminded by principal or supervisor. ➤ Does not share strategies with colleagues, unless requested. 	<ul style="list-style-type: none"> ➤ Regularly participates in team meetings and shares resources, leading to student improvement, as noted by colleagues/principal. ➤ Volunteers time for school functions and shares resources from professional development without requests/reminders. 	<ul style="list-style-type: none"> ➤ Develops resource library for social, emotional, and behavioral interventions and strategies for use by colleagues/staff. ➤ Researches and develops a club or committee to prevent bullying and improve social development and peer relationships in school.

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4e: Growing and Developing Professionally	<ul style="list-style-type: none"> ➤ Does not participate in professional development activities. 	<ul style="list-style-type: none"> ➤ Participates in professional development activities when convenient or required. 	<ul style="list-style-type: none"> ➤ Seeks out opportunities for professional development based on an individual assessment of need. 	<ul style="list-style-type: none"> ➤ Actively participates in professional development opportunities, and makes a substantial contribution to the profession/educational community.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is absent during professional development or in-service days that are required by the district. 	<ul style="list-style-type: none"> ➤ 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 being attentive. 	<ul style="list-style-type: none"> ➤ Is present during professional development or in-service days that are required by the district and is attentive and participating in workshops. ➤ Attends professional development or in-service workshops based on content most closely related to social work services, seeks opportunities outside the district, as offered through NASW and PASSWP, and subscribes to Social Worker journals. 	<ul style="list-style-type: none"> ➤ Offers to help coordinate professional development or in-service days. ➤ Attends professional development or in-service workshops based on content most closely related to social work services, seeks opportunities outside the district, as offered through NASW and PASSWP, and subscribes to Social Worker journals.
4f: Showing Professionalism*	<ul style="list-style-type: none"> ➤ Rarely exhibits professional conduct and self-awareness. 	<ul style="list-style-type: none"> ➤ Generally exhibits professional conduct and self-awareness. 	<ul style="list-style-type: none"> ➤ Nearly always exhibits professional conduct and self-awareness. 	<ul style="list-style-type: none"> ➤ Consistently exhibits professional conduct and self-awareness. ➤ Supports all school personnel in exhibiting professional conduct and self-awareness.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Talks about student related issues in open areas with other staff members nearby, violating confidentiality regulations. ➤ Engages in argumentative behavior with challenging students, parents/guardians, or staff members. 	<ul style="list-style-type: none"> ➤ Shares information with parent/guardian that the student shared in confidence, violating confidentiality regulations. ➤ Shows frustration with challenging students, parents/guardians, or staff members. 	<ul style="list-style-type: none"> ➤ 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). ➤ Maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations. 	<ul style="list-style-type: none"> ➤ Consistently maintains confidentiality of student information and promotes the importance of confidentiality among colleagues. ➤ Maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations. ➤ Uses active listening and motivational strategies to manage student resistance and move forward in the counseling process.

*Professionalism may be shown through self-awareness, self-monitoring, or professional accountability.