**Form L: Indian Prairie Framework for School Social Workers**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Domain I for School Social Workers: Planning and Preparation** | | | | | | |
|  | **Unsatisfactory** | | **Needs Improvement** | | **Proficient** | **Excellent** |
| ***1a:***  ***Demonstrates Knowledge of Regulatory Procedures and Skill in Delivery of School Social Work Service*s** | In planning and practice, School Social Worker displays little understanding of the application of social work services within a public school setting. School Social Worker displays little understanding/compliance of/with regulatory procedures and therapeutic disciplines on the district, state and federal level. School Social Worker has no understanding of the systems perspective. | | School Social Worker is familiar with the foundational concepts and has limited understanding of and compliance with the application of social work regulatory procedures and therapeutic disciplines within a public school setting on the district, state, and federal level. Social Worker does not take a systems perspective of the student’s needs in the content of the school’s and district’s mission. | | School Social Worker displays solid understanding of and compliance with the application of social work regulatory procedures and services within a public school setting on the district, state, and federal level. School Social Worker has an integrated understanding of the systems perspective. | School Social Worker’s knowledge of district, state and federal laws and regulatory procedures that guide social work practice is extensive. School Social Worker takes a leadership role in reviewing and revising district application of therapeutic disciplines. School Social Worker takes into account a systems perspective of the student’s needs. |
| **Critical Attributes** | * *School Social Worker is lacking in knowledge of regulatory procedures.* * *School Social Worker’s knowledge of therapeutic services is inappropriate or inaccurate.* * *School Social Worker does not understand how the child, culture, home and community fit together.* | | * *School Social Worker is inconsistent in understanding regulatory procedures.* * *School Social Worker’s knowledge of therapeutic services is inconsistent or developing.* * *School Social Worker has some understanding how the child, culture, home and community fit together.* | | * *School Social Worker consistently understands and guides others in understanding and using regulatory procedures.* * *School Social Worker has a thorough knowledge of therapeutic services and assists others understanding various therapeutic services.* * *School Social Worker understands how the child, culture, home and community fit together and can integrate systems perspective into the practice.* | * *School Social Worker is considered an expert in understanding regulatory procedures and shares knowledge with colleagues, administrators, parents, and the community.* * *School Social Worker is knowledgeable and proactive in identifying therapeutic services that are available in the district, community, and various organizations.* * *School Social Worker addresses student needs by taking a systems perspective.* |
| ***Guiding Question: What are the key concepts and their relationship to the session to be observed and the overall plan within which it falls?***  **Evidence:** | | | | | | |
|  | | **Unsatisfactory** | | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1b:***  ***Demonstrates Knowledge and Understanding of Child and Adolescent Development, Influence of Culture, Background, and Social Emotional Characteristics*** | | School Social Worker demonstrates little or no knowledge of child and adolescent development and does not include the influence of culture, background, and social emotional characteristics. School Social Worker does not understand how cultural insensitivities can impact students. | | School Social Worker demonstrates generally accurate knowledge of child/adolescent development, influence of culture, background, and social emotional characteristics but applies the knowledge inconsistently. | School Social Worker demonstrates a solid understanding of child and adolescent development, influence of culture, background, and social emotional characteristics and applies it consistently. | School Social Worker demonstrates an extensive understanding of child and adolescent development, influence of culture, background, and social emotional characteristics. School Social Worker also purposefully acquires knowledge from other sources and uses it to determine the child’s needs and designs interventions. |
| ***Critical***  ***Attributes*** | | * *School Social Worker does not take into consideration child and adolescent development when implementing services.* * *School Social Worker does not include the influence of culture, background, and social emotional characteristics when implementing services.* * *School Social Worker makes insensitive comments regarding culture or background of students or families.* | | * *School Social Worker has basic knowledge of child and adolescent development when implementing services.* * *School Social Worker has difficulty understanding the influence of culture, background, and social emotional characteristics when implementing services.* * *School Social Worker lacks sensitivity to the impact of comments made regarding culture or background of students or families.* | * *School Social Worker takes into consideration child and adolescent development when implementing services.* * *School Social Worker includes the influence of culture, background, and social emotional characteristics when implementing services.* * *School Social Worker addresses insensitive comments made regarding culture or background of students or families.* | * *School Social Worker demonstrates extensive understating of child and adolescent development and proactively uses it when implementing services.* * *School Social Worker presents the latest research on the influence of culture, background, and social emotional characteristics to staff or colleagues.* * *School Social Worker uses insensitive comments made regarding culture or background of students or families as a teachable moment.* |
| ***Guiding Question: How did your awareness of students’ interests/needs, prior knowledge, culture, and experiences impact your planning?***  **Evidence:** | | | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1c:***  ***Establishing Goals for Social Work Services*** | School Social Worker has no clear goals and objectives and does not use Evidenced Informed Practice (EIP). Goals are not linked to Regulatory Social Emotional Learning Standards. | School Social Worker goals and objectives are partially derived from Evidenced Informed Practice (EIP) and somewhat meet the needs for diverse learners. Goals are inconsistently linked to Regulatory Social Emotional Learning Standards. | School Social Worker goals and objectives are derived from Evidenced Informed Practice (EIP) and meet the needs for diverse learners. Goals are linked to Regulatory Social Emotional Learning Standards and are generally differentiated for groups of students. | School Social Worker goals for the program services are diagnostically derived from Evidenced Informed Practice (EIP) and meet the needs for diverse learners. Goals are linked to Regulatory Social Emotional Learning Standards and have been differentiated for the individual student. |
| ***Critical Attributes*** | * *Goals are not measureable and/or observable.* * *Goals are not linked to standards.* | * *Goals are not always observable and/or measureable.* * *Goals are not always linked to standards or relevant to student.* | * *Goals are clearly defined and relevant to student.* * *Goals are observable, measurable, and linked to standards.* | * *School Social Worker utilizes relevant data using multiple sources to develop goals individualized for each student.* * *School Social Worker goals are highly appropriate for the school community and student.* * *Goals are linked to standards based on student needs.* |
| ***Guiding Question: How did you develop student outcomes to meet the varying needs of your students?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1d:***  ***Designing Social Work Services Which May Include Individual and Small Group Sessions, In-Class Activities and Crisis Intervention*** | Social Work services are poorly aligned with the student’s needs, do not follow an organized progression, and have unrealistic time allocations. | Some of the Social Work services are aligned with the student’s needs and represent moderate challenge, but with no differentiation for different students. Services partially support the activity with some variety. Only some time allocations are reasonable. | Most of the services are aligned with the student’s needs and follow a suitable organized progression. The services have reasonable time allocations; they represent opportunities to grow with some differentiation for different students and varied use of service delivery. | Social Work services follow a coherent sequence, are aligned to student needs, and are designed to engage students in high level social emotional opportunities to grow. These are appropriately differentiated for individual student needs. Services are varied appropriately with some opportunity for student involvement. School Social Worker sets appropriate priorities with time management. |
| ***Critical***  ***Attributes*** | * *School Social Worker delivers services that do not address student’s needs.* * *Social work services are not systematized.* * *Time allocations are not well matched to the activity.* | * *School Social Worker delivers services that are mostly aligned with student’s needs.* * *Social work services are minimally individualized or systematized.* * *Time allocations are minimally matched to the activity.* | * *School Social Worker delivers services that are aligned with student’s needs.* * *Social work services are individualized and systematized and provide opportunities for growth.* * *Time allocations are matched to the activity.* | * *School Social Worker delivers services that are directly aligned with student’s needs.* * *Social work services are appropriately individualized and systematized and are designed to engage students in high level opportunities for growth.* * *School Social Worker sets appropriate priorities with time management.* |

|  |
| --- |
| ***Guiding Questions: What supports and resources were developed and utilized? How did you determine and expand your knowledge of resources and supports?***  **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***1e:***  ***Designing Student Social Work Plan and Assessment*** | School Social Worker has no aligned evaluation plan, or resists suggestions that such evaluation is important. Social work goals do not address student needs and have no way to measure achievement. | School Social Worker has rudimentary evaluation plan. Social work goals loosely address student needs and have no way to consistently measure achievement. | School Social Worker’s evaluation plan is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met. | School Social Worker’s evaluation plan is evidence based and clearly addresses student needs. The plan is designed to engage student’s self- assessment and determine strengths and areas for growth. |
| ***Critical Attributes*** | * *School Social Worker has no evaluation plan, or resists suggestions that such evaluation is important.* * *School Social Worker misinterprets or misuses data in decision-making.* | * *School Social Worker has a rudimentary evaluation plan in place to monitor service efficacy and uses it inconsistently.* * *School Social Worker attempts to use data to support decision-making.* | * *School Social Worker consistently uses the evaluation plan to analyze and interpret service efficacy.* * *School Social Worker uses a data collection plan that is aligned students’ objectives.* * *School Social Worker uses students’ data to support current or future decision-making.* | * *School Social Worker has integrated relevant components, emotional and physical health, impacting the students’ performance in a manner that facilitates skills acquisition and generalization across settings.* * *School Social Worker’s evaluation plan engages students appropriately in self-assessment.* |

|  |
| --- |
| ***Guiding Question: How did you determine appropriate assessments, both formative and summative, and how will you use the results to plan for future program planning?***  **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain 2 for School Workers: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2a:***  ***Creates an Environment of Respect and Rapport*** | Pattern of interactions are mostly negative, inappropriate, or insensitive to student/parent needs. Student interactions are characterized by inappropriate use of sarcasm or conflict. School Social Worker’s interactions with students and/or families often demonstrate lack of rapport and respect. | Pattern of interactions are generally appropriate, but may reflect occasional inconsistencies, favoritism, and disregard for students’ ages, cultures and developmental levels. School Social Worker attempts to respond to disrespectful behavior. School Social Worker’s interactions with students and/or families create an atmosphere of neutrality, neither warm nor cold. | School Social Worker actions demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. School Social Worker appropriately responds to disrespectful behavior. The net results of the School Social Worker’s interactions with students and/or families are polite, respectful and businesslike. | School Social Worker interactions are highly respectful, and reflect genuine warmth and caring towards students. School Social Worker can personalize interactions with groups or individual students. School social Worker consistently sets a professional example for staff to student interactions and staff to staff interactions. |
| ***Critical Attributes*** | * *School Social Worker interactions are negative, not therapeutically based, and lack sensitivity.* * *School Social Worker consistently does not listen or interact with students and/or families.* * *Students and/or families appear uncomfortable in the presence of the School Social Worker.* | * *School Social Worker interactions are occasionally insensitive and/or inconsistent.* * *School Social Worker is inconsistent in listening and interacting with students and/or families.* * *Some students and/or families appear to be hesitant to share information with School Social Worker.* | * *School Social Worker interactions consistently model sensitivity and reflect warmth and caring and are highly respectful of the cultural and developmental differences among individuals and groups of students.* * *School Social Worker consistently listens and interacts appropriately with individual students and/or families.* * *Students and/or families share information with School Social Worker.* | * *Student interactions begin to mirror the sensitive and reflective communication that has been used in the session.* * *Students begin to utilize the listening skills modeled in the session.* * *Students and/or families are comfortable sharing information with School Social Worker.* |
| ***Guiding Questions: How do you create an environment of respect and rapport? How do you ensure that interactions are respectful?***  **Evidence:** | | | | |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2b:***  ***Establishing a Culture for Positive Mental Health Throughout the School*** | | School Social Worker makes no attempt to establish a culture for positive mental health as a whole, either among students or staff, or between students and staff. Hard work is not expected or valued. Medium to low expectations for student social emotional growth are the norm. | School Social Worker inconsistently attempts to promote a culture throughout the school for positive mental health among students and staff. School Social Worker appears to only be “going through the motions”. | School Social Worker promotes a culture throughout the school for positive mental health among students and staff. Social emotional growth is valued and promoted for all students. | School Social Worker enhances a culture throughout the school for positive mental health among students and staff. School Social Worker conveys leadership and modeling of high expectations for social emotional growth for all students. |
| ***Critical Attributes*** | | * *School Social Worker does not attempt to model healthy appropriate behavior.* * *School Social Worker puts minimal amount of effort into work.* * *School Social Worker does not expect students’ to grow socially or emotionally.* | * *School Social Worker models healthy appropriate behavior inconsistently.* * *School Social Worker puts adequate amount of effort into work.* * *School Social Worker expects minimal student social emotional growth.* | * *School Social Worker models healthy appropriate behavior.* * *School Social Worker has a good work effort.* * *School Social Worker models the importance of social emotional growth and high expectations for students.* | * *School Social Worker models healthy appropriate behavior consistently.* * *School Social Worker puts maximum amount of effort into work.* * *School Social Worker models the importance of social emotional growth and high expectations for students and is a resource to other staff.* |
| ***Guiding Question: How do you develop a culture of high expectations that promotes and results in high levels of student effort?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2c:***  ***Managing Social Work Practice and Organizing Physical Space*** | School Social Worker’s environment is disorganized and poorly suited to the needs of the situation. Materials are not stored in a secure location and are difficult to find when needed. There is little evidence that students know or follow their established routines. | Materials in school Social Worker’s office are stored securely; however, the office is not completely well organized, and materials are difficult to find when needed leading to some disruption of social work services. With regular guidance and prompting students follow their established routines. | School Social Worker’s office is well organized; materials are stored in a secure location and are available when needed leading to no disruption of social work services. With minimal guidance and prompting students follow their established routines. | School Social Worker’s office is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed. Routines are well understood and may be initiated or guided by students. |
| ***Critical Attributes*** | * *Office is disorganized; materials and manipulatives are not available.* * *Office is not welcoming to students.* * *There is no secure place to store confidential materials.* * *There is little evidence that students know or follow their established routines.* | * *Office is not completely organized; materials and manipulatives are limited.* * *Office is somewhat welcoming to students.* * *Materials are stored securely, however are not always available when needed.* * *With regular guidance and prompting student follow their established routines.* | * *Office is well organized, non-confidential materials and manipulatives are varied and easily accessible.* * *Office is welcoming to students.* * *Materials are stored securely and are available when needed leading to no disruption of social work services.* * *With minimal guidance and prompting student follow their established routines.* | * *Office is well organized; non-confidential materials and manipulatives are varied by purpose and easily managed by the students.* * *Office is inviting to students, staff and parents.* * *Confidential materials are stored securely and well-organized.* * *Routines are well understood and completed by students.* |
| ***Guiding Questions: How do you establish and promote routines and procedures that maximize effectiveness? How do you manage the physical space available to you?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***2d:***  ***Managing the Social Learning Process*** | Established standards of conduct cannot be clarified. School Social Worker’s response to student’s misbehavior is repressive or disrespectful of student’s dignity. School Social Worker does not participate in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker fails to collaborate with teams that develop behavioral intervention plans. | Standards of conduct appear to have been established, but their implementation is inconsistent. School Social Worker responds inconsistently to student’s misbehavior. School Social Worker inconsistently participates in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker struggles to collaborate with teams that develop behavioral intervention plans. | School Social Worker monitors student behavior against the established standards of conduct. School Social Worker’s response to student misbehavior is consistent, proportionate and respectful to students. School Social Worker takes an active role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker actively collaborates with teams that develop behavioral intervention plans. | School Social Worker monitoring of student behavior is subtle and preventative. School Social Worker’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity. School Social Worker takes a leadership role in the implementation and progress monitoring of Tiered behavioral interventions. School Social Worker assumes a leadership role when supporting teams that develop behavioral intervention plans. |
| ***Critical Attributes*** | * *School Social Worker cannot explain why a behavior was or was not addressed during the session.* * *School Social Worker’s response to student’s misbehavior is repressive or disrespectful of student’s dignity.* * *School Social Worker does not participate or contribute to Problem Solving Teams, BSP writing, behavioral supports, etc.* | * *School Social Worker’s explanation of why a behavior was or was not addressed during the session has limited relationship to the student’s need.* * *School Social Worker’s response to student’s misbehavior is inconsistently respectful of student’s dignity.* * *School Social Worker inconsistently participates or contributes to Problem Solving Teams, BSP writing, behavioral supports, etc.* | * *School Social Worker monitors student behavior against the established standards of conduct and addresses or ignores misbehavior.* * *School Social Worker’s response to student misbehavior is consistent, proportionate and respectful to students.* * *School Social Worker participates and contributes to Problem Solving Teams, BSP writing, behavioral supports, etc.* | * *School Social Worker monitors student behavior and subtly and preventatively addresses or ignores misbehavior based on best practices literature.* * *School Social Worker’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity.* * *School Social Worker assumes a leadership role on Problem Solving Teams, BSP writing, behavioral supports, etc.* |
| ***Guiding Question: What student behavior expectations have been implemented, how are they monitored effectively, and how do you respond to positive and negative behavior?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain 3 for School Social Workers: Delivery of Service** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3a:***  ***Communicating With Students*** | School Social Worker’s oral/visual and written communication is unclear to students. Session lacks focused and doesn’t target student needs. School Social Worker does not have a communication plan to meet the student’s needs. School Social Worker language does not match student’s level of functioning. | School Social Worker’s oral/visual and written communication may not be completely clear and School Social Worker does not check for understanding. Session purpose is vague and partly targets student needs. School Social Worker communication style somewhat invites a student to engage. School Social Worker’s language is poorly matched to student’s level of functioning. | School Social Worker’s oral/visual and written communication is clear. Session purpose targets student needs. School Social Worker’s communication style invites a student to engage. School Social Worker language is mostly matched to student’s level of functioning. | School Social Worker’s oral/visual and written communication is clear and encourages self-reflection. Session purpose is clear and targets student needs. School Social Worker uses personalized communication to engage individual students in activity. School Social Worker’s language is mostly matched to student’s level of functioning and School Social Worker finds opportunities to provide a differentiated approach to meet the needs of the individual or group. |
| ***Critical Attributes*** | * *School Social Worker’s oral/visual and written communication is unclear to students.* * *By the end of the session, the purpose of the session is unclear.* * *School Social Worker’s communication style does not fit with the stated purpose of the session.* | * *School Social Worker’s does not use multiple methods of communication when needed nor checks for understanding.* * *By the end of the session, the purpose of the session is vaguely understood.* * *School Social Worker’s communication style somewhat fits with the stated purpose of the session.* | * *School Social Worker’s uses multiple methods of communication when needed and checks for understanding.* * *By the end of the session, the purpose of the session is understood.* * *School Social Worker’s communication style mostly fits with the stated purpose of the session.* | * *School Social Worker’s uses multiple methods of communication when needed, checks for understanding and encourages the student to engage in self-reflection.* * *By the end of the session, the purpose of the session is clear.* * *School Social Worker’s communication style fits with the stated purpose of the session.* |
| ***Guiding Questions: How were the interventions identified, communicated to stakeholders, and how was the students’ background connected to the supports provided?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3b:***  ***Using Questioning and Discussion Techniques*** | School Social Worker’s questions are not related to student’s disability. School Social Worker does not demonstrate strategies to help students acquire decision making, problem solving or social skills. | School Social Worker’s questions are vaguely related to student’s disability. School Social Worker suggests rudimentary strategies to help students acquire decision making, problem solving or social skills. | School Social Worker’s questions are related to student’s disability. School Social Worker targets specific strategies that teach students decision making, problem solving or social skills. | School Social Worker’s questions are related to student’s disability. School Social Worker targets differentiated strategies that engage students in working on acquiring decision making, problem solving or social skills. |
| ***Critical Attributes*** | * *School Social Worker questions are not appropriate for meeting the student’s needs.* * *School Social Worker lacks the skills to use a problem solving approach.* | * *School Social Worker questions are vaguely related to the student’s needs.* * *School Social Worker is developing problem-solving skills and strategies.* | * *School Social Worker offers creative, effective strategies during sessions and asks appropriate questions.* * *School Social Worker utilizes a variety of problem-solving skills.* | * *School Social Worker offers creative, effective strategies during sessions and asks appropriate questions, student is encouraged to self-reflect.* * *School Social Worker utilizes a variety of problem-solving skills and strategies and student independently utilizes the problem solving process.* |
| ***Guiding Question: How was student engagement facilitated through the use of questioning that promoted student interaction and discussion?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3c:***  ***Engaging Students*** | Students are not engaged in intervention session. Content lacks in relevance to students’ experience. School Social Worker uses inappropriate activities and materials. There is not opportunity to demonstrate student’s strengths. | Students are partially engaged in intervention as a result of content limited in: its relevancy to student’s experience, activities/materials of inconsistent quality, or inconsistent opportunities to demonstrate proficiency. School Social Worker’s use of activities, materials and session content is inconsistent. There are limited opportunities for students to demonstrate strengths. | Students are engaged in intervention. School Social Worker’s use of activities, materials and session content is relevant. There are consistent opportunities for student to demonstrate strengths. | Students are highly engaged in intervention sessions and initiate discussion and activities that foster personal growth. School Social Worker’s use of activities, materials and session content is relevant. There are consistent opportunities for student to demonstrate strengths and to use these strengths in student–run group activities. |
| ***Critical Attributes*** | * *Students are not engaged in intervention session because the*   *content is irrelevant to student experience and needs.*   * *Materials and planned activities are inappropriate.* * *There is no opportunity to demonstrate student’s strengths.* | * *Students are partially engaged in intervention as a result of content limited in: its relevancy to student’s experience, activities/materials of inconsistent quality, or inconsistent opportunities to demonstrate proficiency.* * *Materials and planned activities are inconsistently matched to student needs.* * *There are limited opportunities for students to demonstrate strengths.* | * *Students are mostly engaged in intervention session because the session content is mostly relevant to student experience and needs.* * *Materials and planned activities are mostly appropriately matched to student needs.* * *There are consistent opportunities for student to demonstrate strengths.* | * *Students are highly engaged to the point of initiating discussion and/or engaging in activities that foster personal growth.* * *Materials and planned activities are appropriately matched to student needs.* * *There are consistent opportunities for student to demonstrate strengths and to use these strengths in student–run group activities.* |
| ***Guiding Question: How were students intellectually engaged in well-designed, scaffolded activities/ tasks that promoted the goals of the intervention?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3d:***  ***Using Assessment*** | School Social Worker neglects to collect important information on which to base intervention plans and goals; reports are inaccurate or not appropriate to the audience. | School Social Worker collects some of the important information on which to base the intervention plans and goals; reports are accurate but lacking in clarity and not always appropriate to the audience. | School Social Worker collects all the important information on which to base the intervention plans and goals; reports are accurate and appropriate to the audience. | School Social Worker is proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s), seeking out different stakeholders when necessary, including parents; reports are accurate and clearly written and are tailored for the audience. |
| ***Critical Attributes*** | * *School Social Worker neglects to collect important information on which to base intervention plans and goals.* * *Social Worker does not use any knowledge of student’s needs in asking questions, guiding activities* * *Social worker does not use any knowledge of student’s needs in asking questions, and guiding activity.* | * *School Social Worker collects most of the important information on which to base the intervention plans and goals.* * *Social worker does not use any knowledge of student’s needs in asking questions, or guiding activity.* | * *School Social Worker collects all the important information on which to base the intervention plans and goals.* * *Social worker uses knowledge of student’s needs in asking questions, and guiding activity.* | * *School Social Worker is consistently proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s).* * *Social worker consistently uses knowledge of student’s needs in asking targeted questions, and guiding activity.* |
| ***Guiding Question: How was teacher, student, and/or peer assessment used to provide feedback, monitor student needs, and guide future programming?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***3e:***  ***Demonstrating Flexibility and Responsiveness*** | School Social Worker adheres to intervention plan in spite of student’s lack of interest. School Social Worker does not demonstrate creativity in adapting services. | School Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently adjusts activity and approach to student reactions. School Social Worker demonstrates limited creativity in adapting services. | School Social Worker is consistently responsive to diverse student needs and interests. School Social Worker consistently adjusts activity and approach to student reactions. School Social Worker demonstrates creativity in adapting services. | School Social Worker is consistently responsive to diverse student needs and interests and is continually seeking ways to improve the services and interventions. School Social Worker consistently adjusts activity and approach to student reactions and uses student’s feedback to develop modifications to interventions. School Social Worker demonstrates creativity in adapting services which actively engages students in the process. |
| ***Critical Attributes*** | * *School Social Worker uses intervention plan even when it appears not to be working.* * *School Social Worker does not adapt services to student’s engagement level.* | * *School Social Worker may moderately modify intervention plan when it appears not to be working.* * *School Social Worker inconsistently adjusts activity and approach to student reactions.* * *School Social Worker demonstrates limited creativity in adapting services to student’s engagement level.* | * *School Social Worker mostly modifies intervention plan when it appears it could be more effective.* * *School Social Worker mostly adjusts activity and approach to student reactions.* * *School Social Worker demonstrates moderate creativity in adapting services to student’s engagement level.* | * *School Social Worker consistently modifies intervention plan when it appears it could be more effective.* * *School Social Worker consistently adjusts activity and approach to student reactions.* * *School Social Worker demonstrates creativity in adapting services to student’s engagement level.* |
| ***Guiding Question: How was the session adjusted to enhance understanding, incorporate students’ interests, and utilize a wide range of strategies?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Domain 4 for School Social Workers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4a:***  ***Reflecting on Practice*** | School Social Worker does not reflect, adjust or evaluate on effectiveness of the service delivery. Reflections are inaccurate or self-serving. School Social Worker does not use Evidenced Informed Practice (EIP) to support interventions. | School Social Worker’s reflection, adjustment and evaluation on practice is moderately accurate and objective without citing specific examples, and with only global suggestions as to how it might be improved. School Social Worker demonstrates a vague understanding of Evidenced Informed Practice (EIP) and how it relates to interventions. | School Social Worker’s reflection, adjustment and evaluation provide an accurate and objective description of practice, citing specific evidence. School Social Worker makes some specific suggestions based on evidence as to how the interventions might be improved. School Social Worker demonstrates an understanding of Evidenced Informed Practice (EIP) and how it relates to interventions. | School Social Worker’s reflection, adjustment and evaluation are highly accurate and perceptive, citing specific examples of areas that might need improvement. School Social Worker draws on an extensive repertoire to suggest alternative strategies and consistently incorporates Evidenced Informed Practice (EIP). |
| ***Critical Attributes*** | * *School Social Worker does not reflect on service delivery.* * *School Social Worker is not aware of whether or not their services are effective.* * *School Social Worker does not use evidential information in reflecting on interventions.* | * *School Social Worker inconsistently reflects on service delivery.* * *School Social Worker is moderately aware of whether or not their services are effective and makes global suggestions as to how to improve them.* * *School Social Worker minimally uses evidential information in reflecting on interventions and it may be inaccurate.* | * *School Social Worker reflects on service delivery.* * *School Social Worker is aware of whether or not their services are effective and makes some specific suggestions as to how to improve them.* * *School Social Worker uses evidential information in reflecting on interventions.* | * *School Social Worker consistently reflects on service delivery.* * *School Social Worker’s reflection is accurate, identifying specific examples of areas that were effective and those that might need improvement.* * *School Social Worker makes some specific suggestions as to how to improve service delivery and/or interventions.* * *School Social Worker consistently uses evidential information in reflecting on interventions.* |
| ***Guiding Question: Upon reflection, what worked well and how might the session/plan be improved for the future?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4b:***  ***Maintaining Accurate Records and Documentation*** | School Social Worker’s reports, records and documentation are missing, late or inaccurate; documentation cannot be used to monitor student progress or to adjust intervention as needed. | School Social Worker’s records are accurate, legible and stored in a secure location; documentation provides a rudimentary system for monitoring student progress or occasionally adjusting interventions when needed. | School Social Worker’s records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs; documentation serves as an effective data-management system for monitoring student progress and adjustment of interventions when needed. | School Social Worker’s records are accurate, legible, well organized and stored in a secure location. They are written to be understandable to other qualified professionals and clearly reflect student needs, serving as a model for colleagues; documentation provides a highly effective data-management system for monitoring student progress and is used to adjust interventions when needed. |
| ***Critical Attributes*** | * *School Social Worker misses deadlines for required paperwork.* * *School Social Worker does not have a system for collecting information on student progress.* | * *School Social Worker is inconsistent in completing required paperwork.* * *School Social Worker has a rudimentary system for collecting information adjusting interventions when needed.* | * *School Social Worker consistently completes paperwork.* * *School Social Worker has a system for collecting information on student progress and adjustment of interventions when needed.* | * *School Social Worker consistently completes paperwork on time.* * *Reports are written to be understandable to other qualified professionals and clearly reflect student needs.* * *School Social Worker has a system for collecting information on student progress and serves as a model with colleagues.* |
| ***Guiding Question: What is the process for efficiently and effectively maintaining student records, and how are multiple sources of data utilized to analyze student progress?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4c:***  ***Communicating With Families*** | School Social Worker provides little or no information to families. School Social Worker makes no attempt to engage families in a relationship and does not respond or responds insensitively to family concerns. | School Social Worker inconsistently complies with school procedures/practices for communicating with families. School Social Worker demonstrates some sensitivity; however, makes little or no effort to engage families to identify and achieve common goals. | School Social Worker complies with school procedures/practices for communicating with families. School Social Worker demonstrates sensitivity and makes an effort to engage families to identify and achieve common goals. | School Social Worker complies with school procedures/practices for communicating with families. School Social Worker demonstrates sensitivity and makes an effort to engage families to identify and achieve common goals. School Social Worker empowers and supports families to function as advocates for themselves and their children. |
| ***Critical***  ***Attributes*** | * *School Social Worker provides little or no information to families, staff and administrators.* * *School Social Worker makes no attempt to engage families in a collaborative relationship.* * *School Social Worker is insensitive to family concerns.* | * *School Social Worker does not communicate consistently with families, staff and administrators.* * *School Social Worker makes a minimal attempt to engage families in a collaborative relationship.* * *School Social Worker shows minimal sensitivity to cultural or language barriers in communication.* | * *School Social Worker provides meaningful information to families, staff and administration.* * *School Social Worker makes an effort to engage families in a collaborative relationship and works to secure interpreters, as needed, to effectively communicate with families.* * *School Social Worker routinely communicates in a sensitive manner with families, staff and administrators.* | * *School Social Worker provides meaningful information to families, staff and administration and consistently engages families in a collaborative relationship and works to secure interpreters, as needed, to effectively communicate with families.* * *School Social Worker routinely communicates in a sensitive manner with families, staff and administrators.* * *School Social Worker empowers and supports families to function as partners in the provision of school-based services on behalf of their children.* |
| ***Guiding Question: What is the process for communicating with and engaging families in the student learning process?***  **Evidence:** | | | | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4d***  ***Growing Individually and Collectively as a Professional*** | School Social Worker’s relationships with colleagues are negative or self-serving. The School Social Worker avoids being involved in school activities, events and projects during the workday. School Social Worker does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills. School Social Worker does not contribute to the collective knowledge of colleagues. | School Social Worker’s relationships with colleagues are cordial, and the School Social Worker participates in school activities, events and projects during the workday only when specifically asked. School Social Worker’s participation in professional development activities is limited. School Social Worker rarely contributes to the collective knowledge of colleagues. | School Social Worker works to maintain positive and productive relationships with colleagues. School Social Worker participates actively in school activities, events and projects during the workday. School Social Worker seeks out opportunities for professional development based on an individual assessment of need. School Social Worker contributes to the collective knowledge of colleagues. | School Social Worker actively tries to improve and maintain positive relationships with colleagues. School Social Worker’s attempts are characterized by a desire to cooperate and collaborate. School Social Worker actively pursues professional development opportunities and makes a substantial contribution to the profession. School Social Worker volunteers to participate in school activities, events and projects during the workday. School Social Worker assumes a leadership role in at least one aspect of school or district life. School Social Worker contributes to the collective knowledge of colleagues and the profession. |
| ***Critical Attributes*** | * *School Social Worker’s relationships with colleagues are negative or self-serving.* * *School Social Worker avoids being involved in school activities, events and projects.* * *School Social Worker does not seek professional development when activities are clearly needed for the ongoing development of skills.* * *School Social Worker does not collaborate with school personnel regarding student behavior.* | * *School Social Worker’s relationships are cordial.* * *School Social Worker will participate in being involved in school activities, events and projects when specifically asked.* * *School Social Worker’s participation in professional development activities is limited to those that are required.* * *School Social Worker infrequently collaborates with school personnel regarding student behavior* | * *School Social Worker works to maintain positive and productive relationships with colleagues.* * *School Social Worker participates in school/district events, programs and committees.* * *School Social Worker seeks out opportunities for professional development based on an assessment of professional need and/or needs identified within the school setting.* * *School Social Worker collaborates with school personnel regarding student behavior.* | * *School Social Worker actively tries to improve and maintain positive relationships with colleagues. School Social Worker’s attempts are characterized by a desire to cooperate and collaborate.* * *School Social Worker makes a substantial contribution within the professional community.* * *School Social Worker participates in the promotion and maintenance of professionalism in the field of Social Work. (i.e. Member of professional organization(s), earned LCSW, mentor/consultation/clinical supervision to other School Social Workers or involved in ongoing education in the field.)* * *School Social Worker is sought out by school personnel regarding student behavior.* |

|  |
| --- |
| ***Guiding Questions: How have you contributed to the professional growth of your colleagues? How have your colleagues contributed to your professional growth? How have you contributed to school district, and/or community events?***  **Evidence:** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| ***4e:***  ***Showing Professionalism*** | School Social Worker displays dishonesty in interactions with colleagues, students, and the public. School Social Worker is not alert to students’ needs and does not advocate for students. School Social Worker makes decisions and recommendations based on self-serving interests. School Social Worker does not comply with school and district regulations. School Social Worker shows a lack of concern for confidentiality. | School Social Worker is honest in interactions with colleagues, students, and the public. School Social Worker’s attempt to serve students is inconsistent with School Social Worker playing a moderate advocacy role for students. School Social Worker’s decisions and recommendations are based on limited though genuinely professional considerations. School Social Worker complies minimally with school and district regulations, doing just enough to get by. School Social Workers maintains confidentiality. | School Social Worker displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public. School Social Worker is active in serving students, working to ensure that all students receive a fair opportunity to succeed. School Social Worker maintains an open mind in team or departmental decision-making. School Social Worker complies fully with school and district regulations. School Social Workers maintains confidentiality. | School Social Worker can be counted on to hold the highest standards of honesty, integrity, and confidentiality and takes a leadership role with colleagues. School Social Worker is highly proactive in serving students, seeking out resources when needed. School Social Worker makes a concerted effort to challenge negative attitudes or practices to ensure that all students, particularly those traditionally underserved, are honored in the school. School Social Worker takes a leadership role in team or departmental decision-making and helps ensure that such decisions are based on the highest professional standards. School Social Worker complies fully with school and district regulations, taking a leadership role with colleagues. Confidentiality is valued and maintained. |
| ***Critical***  ***Attributes*** | * *School Social Worker is not trustworthy and not dependable in his/her interactions with colleagues, students, and the public.* * *School Social Worker does not comply with school and district policies and practices.* * *School Social Worker does not advocate for students.* * *School Social Worker regularly violates practices of confidentiality as defined by applicable law.* | * *School Social Worker is trustworthy and dependable in his/her interactions with colleagues, students, and the public.* * *School Social Worker minimally complies with school and district policies and practices.* * *School Social Worker plays a moderate advocacy role for students.* * *School Social Worker does not violate practices of confidentiality as defined by applicable law.* | * *School Social Worker displays high standards of honesty, integrity, and confidentiality in documentation and interactions with all stakeholders.* * *School Social Worker complies with school and district policies and practices.* * *School Social Worker advocates for students when needed and complies fully and voluntarily with school and district policies.* | * *School Social Worker demonstrates the highest standards of ethical conduct, inclusive of confidentiality in documentation and models therapeutically meaningful interactions with all stakeholders.* * *School Social Worker models commitment to school and district policies and practices through interactions and leadership with other colleagues and stakeholders.* * *School Social Worker consistently advocates for students and takes a leadership role with colleagues.* |

***Guiding Questions: How do you: a) advocate for students; b) willingly participate in team/department decision-making; c) comply fully with school and district regulations? Provide examples.***

**Evidence:**