

Indian Prairie School District's Framework for Social Work

based upon 2013 Danielson Framework for Teaching Evaluation Instrument

<p>Domain 1 - Planning and Preparation</p> <p>1a: Demonstrating Knowledge of Content & Service Delivery</p> <ul style="list-style-type: none"> Knowledge of content and the structure of the discipline Knowledge of the systems perspective Knowledge of best practices and strategies <p>1b: Demonstrating Knowledge of Child Development</p> <ul style="list-style-type: none"> Knowledge of child and adolescent development Knowledge of cultural influences Knowledge of systems and their impact on children Knowledge of environmental and biological factors that affect children's ability to function effectively in school <p>1c: Establishing Goals for Social Work Services</p> <ul style="list-style-type: none"> Linking Goals to Regulatory Social Emotional Standards. Differentiated Goals for Individual Student <p>1d: Designing Social Work Services</p> <ul style="list-style-type: none"> Services follow coherent sequence Services are aligned to desired outcome Appropriately differentiated for Individual Students <p>1e: Designing Student Social Work Plan and Assessment</p> <ul style="list-style-type: none"> Clearly addresses student needs Evidenced based Engages student in the process 	<p>Domain 2 –Environment</p> <p>2a: Creating an Environment of Respect and Rapport</p> <ul style="list-style-type: none"> Social worker interaction with students Personalized interactions with groups and individuals Confidentiality is maintained Professional examples <p>2b: Establishing a Culture for Positive Mental Health</p> <ul style="list-style-type: none"> Systems Based service delivery Expectations for social emotional growth for all students. <p>2c: Managing Social Work Practice and Physical Space</p> <ul style="list-style-type: none"> Managing Social Work Office to be inviting to students, staff and parents Management of materials Management of confidential files Students understand social work expectations & routines <p>2d: Managing the Social Learning Process</p> <ul style="list-style-type: none"> Monitoring of student behavior Response to student misbehavior is sensitive to individual needs. Establishing standard of conduct.
<p>Reflecting on Professional Practice</p>	
<p>Domain 4 – Professional Responsibilities</p> <p>4a: Reflecting on Practice</p> <ul style="list-style-type: none"> Social work reflection sites specific evidence Alternative strategies are evaluated <p>4b: Maintaining Accurate Records and Documentation</p> <ul style="list-style-type: none"> Maintains well organized records Stores records in a secure location Documentation provides system for monitoring student progress and designing interventions <p>4c: Communicating with Families</p> <ul style="list-style-type: none"> Complies with procedures and practices Demonstrates sensitivity to families Supports families to function as advocates <p>4d: Growing Individually and Collectively as a Professional</p> <ul style="list-style-type: none"> Relationships with colleagues Service to the school/district Participation in school and district projects <p>4e: Showing Professionalism</p> <ul style="list-style-type: none"> Seeking opportunities for professional development Engaging with colleagues and supervisors in professional conversation about practice. Contributing to the growth of the profession. 	<p>Domain 3 - Instruction</p> <p>3a: Communicating with Students</p> <ul style="list-style-type: none"> Communicating directions, expectations and information appropriate for students. Matching of language to student's level of functioning. Use of oral and written language <p>3b: Using Questioning and Discussion Techniques</p> <ul style="list-style-type: none"> Quality of questions related to disability Discussion techniques which engage students in activity <p>3c: Engaging Students in Learning</p> <ul style="list-style-type: none"> Use of activities/materials in session Grouping of students Structure and pacing <p>3d: Using Assessment in Instruction</p> <ul style="list-style-type: none"> Collecting information for progress monitoring Triangulating data collection Feedback to students Accurate and clearly written reports <p>3e: Demonstrating Flexibility and Responsiveness</p> <ul style="list-style-type: none"> Responsive to diverse student needs and interest Ability to adjust activity to student need Demonstrating creativity in providing service

Common Themes: Equity, Cultural Competence, High Expectations, Developmental Appropriateness, Attention to Individual Students (including those with special needs), Appropriate Use of Technology, Student Assumption of Responsibility