**Form K: Framework for the School Social Worker**

**Form N: Vermilion Association for Special Education Framework for School Social Workers**

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| **Domain I for School Social Workers: Planning and Preparation** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1a: Demonstrating knowledge of School Social Work practice and service delivery.** | Demonstrates little knowledge in the area of school social work practice. | Demonstrates a basic level of knowledge in the area of school social work practice. | Demonstrates a solid understanding of school social work practice and understands the integral relationship between school social work and the current education setting. | Knowledge of the content and practice in the areas basic to the social work profession are extensive, showing evidence of a continued search for improved practice. Actively seeks to share knowledge with other social work colleagues, administrators, parents, and the community at large. |
| **1a: Critical Attributes** | -Does not demonstrate an  understanding of social/emotional deficits and their impact on academic progress.  -Does not have a process for  Identifying student needs  and developing effective service delivery to include grouping of students and intervention planning.  -School social worker’s knowledge of therapeutic services is inappropriate or inaccurate.  -School social worker displays minimal understanding and application counseling techniques.  -School social worker is unaware of assessment materials, tools, and techniques available. | -Inconsistently demonstrates an understanding of  social/emotional deficits and their impact on academic progress.  -Has an inconsistent and  unclear process for identifying student needs and developing effective service delivery to include grouping of students and intervention and planning.  -School social worker knowledge of therapeutic services is inconsistent or developing.  -School social worker displays adequate understanding and application counseling techniques; techniques utilized may be inappropriate to the situation.  -School social worker uses assessment materials and techniques, but necessarily based upon student need. | -Demonstrates an understanding of social/emotional deficits and their impact on academic  progress.  -Has a clear process for identifying student needs and  developing effective service delivery to include grouping of students and intervention planning.  -School social worker a has a thorough knowledge of therapeutic services and assists others understanding various therapeutic services.  -School social worker demonstrates solid understanding and application counseling techniques  -School social worker uses a variety of assessment materials and techniques. | -Demonstrates an expert  level of understanding of  social/emotional deficits and  their impact on academic  progress.  -Has a clear and consistent  process for identifying  student needs and  developing effective inter and  intra service delivery  approaches that include  grouping of students and  intervention planning.  -School social worker demonstrates extensive knowledge and application of counseling techniques.  -School social work is knowledgeable and proactive in identifying therapeutic services that are available in the district, community, and various organizations.  -School social worker uses an extensive variety of assessment materials and techniques specific to student need. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain I for School Social Workers: Planning and Preparation** | | | | |
|  | | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **1b: Demonstrating knowledge of child and adolescent development.** | | Demonstrates little knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates a basic level of knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates a solid knowledge of child and adolescent development of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. | Demonstrates extensive knowledge of child and adolescent development, of the learning process, of student skills, ability, language proficiency, interests, special needs and cultures. Actively seeks opportunities to share and integrate knowledge with the needs and learning priorities of staff, parents, and the community at large. |
| **1b: 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 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 can identify stages of child and adolescent development and includes this information in assessment and services.  -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. | -Social Worker acts as a building  leader, providing formal and  informal knowledge during team meetings to staff regarding issues of culture and social/emotional  development for individual  students.  -School Social Worker demonstrates extensive understating of child and adolescent development and proactively uses it when implementing services.  -Social Worker consistently shares knowledge regarding the stages of child and adolescent development with colleagues, administrators, parents and the community at large. |
| **Evidence:**  Click here to enter text. | | | | | |

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for School Social Workers: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1c: Establishing goals for social work practice (program philosophy).** | Goals are unsuitable for students in an educational setting, showing no evidence of collaboration or preparation. | Goals are of moderate value and only appropriate for some educational settings with limited collaboration. Some goals are clearly measureable. | Goals are of substantial value and appropriate for specific educational settings and represent consistent collaboration. Most goals are clearly measurable and linked to Illinois Social Emotional Learning Standards. | Goals are of exceptional value that encourage individual student growth appropriate for an educational setting and represent highly effective collaboration among staff and administration. Goals are clearly measurable and linked to Illinois Social Emotional Learning Standards. | | **1c: Critical Attributes** | -Goals are not measureable and/or observable.  -Goals are not linked to standards.  -Goals were developed independently—not in collaboration with the IEP team | -Goals are not always observable and/or measureable.  -Goals are not always linked to standards or relevant to student.  -Some goals are developed independently—others are developed in collaboration with the IEP team | -Goals are clearly defined and relevant to student.  -Goals are observable, measurable, and linked to standards.  -Goals are developed collaboratively with the IEP team | -School Social Worker utilizes relevant data to develop goals individualized for each student.  -Goals are linked to standards based on student needs.  -Goals are developed collaboratively with the IEP team and with input from the student | | **Evidence:**  Click here to enter text. | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for School Social Workers: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1d: Demonstrating knowledge of local, state, and federal regulations.** | School social worker does not know laws, policies, and procedures, makes no attempt to learn, and is ineffective as a school resource to others. | School social worker has limited knowledge of current laws, policies, and procedures and is ineffective as a school resource to others. | School social worker has a solid grasp of current laws, policies, and procedures and is able to act as a resource to others. | School social worker consistently demonstrates current knowledge of laws, policies, and procedures. School social worker supports colleagues’ knowledge development of current policies and practices affecting the school system. | | **1d: Critical Attributes** | -Social Worker lacks an  understanding of special education law.  -Social Worker does not communicate special  education law with staff and families. | -Social Worker inconsistently  demonstrates an understanding of special education law.  -Social Worker inconsistently communicates special education law with staff and  families. | -Social Worker understands special education law.  -Social Worker communicates special education law with staff and families. | -Social Worker demonstrates  an expert understanding of  district level, state and  national applicable  regulations and special  education law.  -Social Worker effectively  communicates special  education law with staff and  families, and community at large. | | **Evidence:**  Click here to enter text. | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain I for School Social Workers: Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1e: Planning school social work services to meet the needs of individual students, including prevention.** | School social worker consistently is unable to manage time, routines and procedures, as evidenced by a pattern throughout the school year. School social worker is unprepared for services. | School social worker inconsistently demonstrates organization skills of time management, task completion and documentation. School social worker is inconsistently prepared for services. School social worker is frequently late to meetings or other social work responsibilities and lacks appropriate boundaries about time and workload and does not communicate when depends of job are too high. | School social worker demonstrates organizational skills of time management, task completion and documentation. School social worker is prepared for services. School social worker is on time to social work responsibilities (as the job allows) and demonstrates appropriate boundaries about time workload School social worker communicates when depends of job are too high. | All of Proficient +  School social worker is highly organized and efficient. School social worker uses time effectively to address the numerous tasks throughout the day, puts in place appropriate boundaries regarding time and workload. | | **1e: Critical Attributes** | -School Social Worker delivers services that do not address student’s needs.  -School 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.  -School Social Work services are not individualized or systematized.  -Time allocations are minimally matched to the activity. | -School Social Worker delivers services that are aligned with student’s needs.  -School social work services are individualized and systematized and provide opportunities for growth.  -Time allocations are matched to the activity.  -School social worker has a method for organizing services. | -School Social Worker delivers services that are aligned with student’s needs.  -School 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.  -School social worker has a method for organizing services, is willing to adapt as needed, and is willing to share with others. | | **Evidence:**  Click here to enter text. | | | | |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Domain 1 : Planning and Preparation** | | | | | |  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** | | **1f: Demonstrates knowledge of available community resources.** | School Social Worker is not aware of students' needs and does not make necessary connections with resources that could be beneficial | School Social Worker is often unaware of students needs, and makes few connections to outside programs and resources. Is somewhat familiar with outside agencies and knows who to contact. | School Social worker is aware of students' needs and makes connections to outside programs and resources when needed to ensure students' success. Knows what resources are available in the community and how to refer families for those services or is efficient in securing such resources. | School Social Worker is aware of student and community needs and makes connections to outside programs and resources when needed to ensure student success in the school and community. School social worker is aware of what resources are available in the community and how to refer families/students for those services, or is efficient in securing such resources*. Ability to act as a resource for other professionals, including VASE staff.* | | **1f: Critical Attributes** | -Does not provide linkages to appropriate school  and community resources  -Does not seek new or appropriate resources that  support district, state, and federal regulations. | -Inconsistently provides linkages to school or  Community resources.  -Is inconsistent in seeking new or appropriate  resources that support district, state, and federal  regulations. | -Consistently provides linkages to appropriate school and community resources.  -Consistently seeks new or appropriate resources that  support district, state, and federal regulations. | -Consistently provides services  aligned to a wide variety of  community or social agencies, giving individualized support to students and/or families.  -Consistently seeks new or  appropriate resources to support students/families, district, state,  and federal regulations.  -Consistently develops for  individual students direct linkages  to other areas in school and  community to extend learning of  intervention sessions. | | **Evidence:**  Click here to enter text. | | | | | |

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| **Domain 2 for School Social Workers: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2a: Creating an environment of respect and rapport.** | School social worker does little to promote a culture throughout the school for productive and respectful communication between and among students, families.  Social worker does not engages in inappropriate interactions. Direct interactions with students are extremely limited or the purposes of such interactions are not clearly communicated with the student(s). | Attempts to promote a culture throughout the school for productive and respectful communication between and among students, families.  Social worker’s communication with students is not always developmentally appropriate. | Promotes a culture throughout the school for productive and respectful communication between and among students, families, and school staff.  Acknowledges and communicates with students in different environments.  Social worker effectively communicates with students using developmentally appropriate language. | Promotes and advocates for a culture throughout the school for productive and respectful communication between and among students, families, and school staff and appropriate community agencies.  Social worker’s communication with students is consistently effective and uses developmentally appropriate language.  Social worker establishes appropriate and well defined boundaries in their interactions with all stakeholders. Leads by example. |
| **2a: Critical Attributes** | -Social Worker's interactions are insensitive and lack warmth and caring. Social Worker fails to maintain confidentiality and shares sensitive information in inappropriate settings.  -Social Worker does not solicit and utilize input from students, families, and staff.  -School Social Worker does not share information with students, families, and  staff.  - Interactions with students are disrespectful, condescending, or inappropriate to the students developmental level  - Boundaries between school social worker and student are inappropriate  - No expectations or explanations of activities are given to students | -At times, Social Worker's interactions are insensitive and inconsistently reflect  warmth and caring.  -Confidentiality is maintained, but the environment may not be consistently appropriate to share sensitive information (may have conversations in open areas).  -SSW inconsistently shares information with students, families, and staff  - Boundaries between school social worker and student are unclear  - Uses confusing or developmentally inappropriate language when interacting with students  - Inconsistent expectations or explanations of activities are given to students | -School social workers interactions consistently model sensitivity and provide a warm and caring environment.  -SSW is highly respectful of the cultural and developmental differences among individuals and groups of students.  -Maintains confidentiality  -SSW shares information with students, families, and staff  - Boundaries between school social worker and student are clear and developmentally appropriate  - As developmentally appropriate, students are included in discussions about their education and needs. | -Social Worker’s interactions always model sensitivity and provide a warm and caring environment.  -SSW is highly respectful of the cultural and developmental differences among individuals and groups of students.  -Maintains confidentiality  -Students, families, and staff seek out Social Worker with whom to share information.  -Individual students utilize and encourage other students and/or family members to use positive interactions and active listening during learning sessions.  -School social worker will implement classroom or school-wide activities to promote respect.  - Boundaries between school social worker and student are explicit and understood by students, families, and staff  - Students are involved in personalized discussions about their education and needs  - Expectations or explanations of activities are communicated in a variety of ways to students  - Practitioner uses student feedback in order to make recommendations |
| **Evidence:**  Click here to enter text. | | | | |
| **Domain 2 for School Social Workers: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2b: Organizes and manages time, routines, and procedures.** | Has no organizational skills demonstrated by inability to meet deadlines for evaluations and meetings, not providing services based on a set schedule, and not completing paperwork in a timely manner. | Has some organizational skills to meet deadlines for evaluations and meeting, sees some students for therapy based on therapy schedule, and completes some paperwork in a timely manner. | Has organizational skills to meet deadlines for evaluations and meeting, provides therapy based on a set schedule, and completes paperwork in a timely manner. | Is highly organized and meets deadlines for evaluation students and completing meetings, providing social work services, and completes paperwork in a timely manner. Utilizes time for other duties: homework, teacher training, visuals, and teacher-made materials. |
| **2b: Critical Attributes** | -Evaluations are incomplete and late.  -Misses meetings and deadlines  -Is late to meetings consistently  -SSW does not have a plan to meet with students | -Evaluations are late.  -Paperwork is incomplete.  -Is unprepared for meetings  -SSW does not have a weekly schedule for meeting with students | -Evaluations are on time.  -Paperwork is completed prior to a meeting and turned into appropriate personnel on time.  -School social worker has a schedule for meeting with students and adheres to it and/or makes alternate arrangements. | -Evaluations are completed on time.  -Paperwork is completed prior to a meeting to facilitate collaboration with other stakeholders.  -Paperwork is turned into appropriate personnel on time.  -A system is developed to track referrals and deadlines  -School social worker has a schedule for meeting with students and adheres to it and/or makes alternate arrangements. SSW demonstrates flexibility when schedule changes occur. |
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| **Domain 2 for School Social Workers: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2c: Creating a culture of social-emotional well-being throughout the school** | Makes little attempt to promote a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students. | Attempts to promote a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students and families. | Promotes a culture throughout the school of social-emotional well-being for productive and respectful communication between and among students, families, and school staff. | Promotes and advocates for a culture of social-emotional well-being throughout the school for productive and respectful communication between and among students, families, and school staff and appropriate community agencies. |
| **2c: Critical Attributes** | -Social Worker does not collaborate with staff on building wide positive behavior  Interventions, even when requested.  -Social Worker does not consult with staff on specific social/emotional concerns  that present in the classroom. | -Social Worker  Inconsistently collaborates with staff on building wide positive behavior interventions.  Social Worker irregularly consults with staff on specific  social/emotional concerns that present in the classroom. | -Social Worker collaborates with staff on building wide positive behavior interventions, as desired/allowed by the district served.  -Social Worker consults with  staff on specific social/emotional concerns that present in the classroom. | -School social worker will implement classroom or school-wide activities to promote respect.  -Social Worker consistently collaborates with staff on building wide positive behavior interventions.  -School Social Worker consistently consults with staff on specific social/emotional concerns that present in the classroom  -As a building leader, the Social Worker facilitates building wide trainings pertaining to the social/emotional well-being of students, families and staff.  -As needed, the Social Worker utilizes community resources to promote positive building climate. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 2 for School Social Workers: The Environment** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **2d: 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. | Materials in school Social Worker’s office are stored securely; however, the space is not completely well organized, and materials are difficult to find when needed leading to some disruption of social work services. | School Social Worker’s space is well organized; materials are stored in a secure location and are available when needed leading to no disruption of social work services. | School Social Worker’s space is highly organized and is inviting to students, staff, and parents. Materials are stored in a secure location and are convenient when needed. |
| **2d: Critical Attributes** | -Space is disorganized; materials and manipulatives are not available.  -Space 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. | -Space is not completely organized; materials and manipulatives are limited.  -Space is somewhat welcoming to students.  -Materials are stored securely, however are not always available when needed.  -With regular guidance and prompting, students will follow their established routines. | -Space is well organized, non-confidential materials and manipulatives are varied and easily accessible.  -Space 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, students will follow their established routines. | -Space is well organized; non-confidential materials and manipulatives are varied by purpose and easily managed by the students.  -Space is inviting to students, staff and parents.  -Confidential materials are stored securely and well-organized.  -Routines are well understood and completed by students. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3a: Responding to referrals.** | School social worker does not understand or follow referral procedures. School social worker exercises poor judgment in setting priorities, resulting in confusion and missed deadlines. | School social worker understands but does not consistently comply with referral procedures. | School social worker understands referral procedures, consistently adheres to those procedures, and has established self as a resource for others to learn referral procedures. | School social worker understands referral procedures, consistently adheres to those procedures, and has established self as a resource for others to learn referral procedures. School social worker makes every effort to ensure reports are completed within a timely manner. |
| **3a: Critical Attributes** | -Materials are lost or kept in insecure locations.  -Timelines are consistently missed.  -School social worker is uninvolved and holds up the special education referral process. | -Materials are not always secured in a confidential location.  -Timelines are occasionally missed. | -Materials are kept confidential  -School social worker collaborates with others to meet special education timelines.  -School social worker meets timelines. | -Materials are kept confidential  -School social worker collaborates with others to meet special education timelines.  -School social worker collaborates or takes a leadership role in planning and facilitating meetings, preparing paperwork, and facilitating parent and student involvement. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3b: Providing evidence-informed programs and services to work with individuals, groups, and/or classrooms.** | School Social Worker demonstrates difficulties and few strategies to help students acquire skills. School Social Worker does not establish rapport. | School Social Worker demonstrates a limited range of evidence-based strategies to help students acquire decision-making, problem-solving, and coping skills. School Social Worker displays some ability in counseling individuals and groups and has limited ability to establish rapport. | School Social Worker demonstrates a broad range of evidence-based strategies to help students acquire decision-making, problem-solving and coping skills. School Social Worker is consistently effective in counseling students individually and in groups, with the ability to establish rapport. Understands wide range of counseling theories and techniques. | School Social Worker demonstrates an extensive range of evidence-based strategies to help students acquire decision-making, problem-solving, and coping skills while communicating plans and progress with parents/caregivers in a timely manner. Social Worker is highly effective in developing counseling relationships and perceiving needs for individual or groups of students. Social Worker shows high level of ability to establish rapport with diverse student population. Understands wide range of counseling theories and techniques, continuously seeks to learn new strategies and is willing to share and train others. Takes *a leadership role* in implementing SEL standards in the schools. |
| **3b: Critical Attributes** | -SSW ignores requests for social emotional learning opportunities.  -SSW has little knowledge of evidence-informed programs and services.  -Despite evidence of a need for functional behavior analysis and behavior intervention plans, SSW does not complete them.  -School social worker rarely offers creative and effective strategies during collaborations.  -School social worker does not write and/or monitor IEP goals.  -School social worker does not participate in development and implementation of IEP and behavior intervention plans as needed.  -School social worker rarely utilizes a variety of problem-solving skills and strategies in a variety of settings. | -SSW sometimes provides opportunities for social emotional learning, but does not seek out opportunities.  -SSW has a limited knowledge of evidence-informed programs and services.  -SSW creates functional behavior analysis and behavior intervention plans.  -School social worker inconsistently offers creative and effective strategies during collaborations.  -School social worker inconsistently writes and/or monitors IEP goals.  -School social worker inconsistently participates in development and implementation of IEP and behavior intervention plans as needed. School social worker participates in monitoring and revising plan as needed.  -School social worker inconsistently utilizes a variety of problem-solving skills and strategies in a variety of settings. | -SSW provides, as requested, opportunities for social emotional learning.  -SSW is knowledgeable about evidence-informed programs and services.  -SSW creates and implements the functional behavior analysis and behavior intervention plans, revising the plan as needed.  -School social worker offers creative and effective strategies during collaborations.  -School social worker participates in development and implementation of IEP and behavior intervention plans as needed. School social worker participates in monitoring and revising plan as needed.  -School social worker utilizes a variety of problem-solving skills and strategies in a variety of settings.  -School social worker consistently writes and monitors IEP goals. | -SSW provides or seeks out opportunities for social emotional learning (SEL) on both small and/or large group settings.  -SSW seeks out opportunities learn about and then implement evidence-informed programs and services.  -SSW collaboratively creates and implements the functional behavior analysis and behavior intervention plan, revising the plan as needed.  -SSW educates staff on and encourages use of the importance of evidence-informed services and practices.  -School social worker consistently provides creative and effective strategies that fit individual student needs during collaboration sessions.  -Student, as appropriate, use data to monitor learning progress of IEP goals.  -School social worker collaborates, implements, and monitors IEP and behavior intervention plans, revising the plan as needed.  -Students are able to utilize appropriate problem-solving skills and strategies in a variety of learning settings, including those beyond the intervention session. |
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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3c: Student Engagement** | The learning tasks/activities, materials, and resources are poorly aligned with the instructional outcomes, or  require only rote responses, with only one approach possible. The groupings of students are unsuitable to the activities. The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed.  Social worker does not engage with students. | The learning tasks and activities are partially aligned with the instructional outcomes but require only minimal thinking by students and little opportunity for them to explain their thinking, allowing most students to be passive or merely compliant. | The learning tasks and activities are fully aligned with the instructional outcomes and are designed to challenge student thinking, inviting students to make their thinking visible. This technique results in active intellectual engagement by most students with important and challenging content and with teacher scaffolding to support that engagement. The groupings of students are suitable to the activities. The lesson has a clearly defined structure, and the pacing of the lesson is appropriate, providing most students the time needed to be intellectually engaged. | The content and activities in the lesson are challenging to all students. At nearly all opportunities, the teacher probes for more complex responses, offers time for reflection, expands the expectations for student responses, or promotes higher order thinking.  Student grouping allows them to serve as resources for one another. The lesson has a clearly defined structure, and the pacing of the lesson provides students time to be intellectually engaged and reflective about their learning.  Social worker has supplementary aides and supports to accommodate differentiated learning instruction into group lessons. |
| **3c: Critical Attributes** | -Few students are intellectually engaged in the lesson.  -Learning tasks/activities and materials require only recall or have a single correct response or method.  -Only one type of instructional group is used (whole group, small groups) when variety would promote more student engagement  -Instructional materials used are unsuitable to the lesson and/or the students.  -The lesson drags or is rushed. | -Some students are intellectually engaged in the lesson.  -Learning tasks are a mix of those requiring thinking and those requiring recall.  -Student engagement with the content is largely passive, the learning consisting primarily of facts or procedures.  -The instructional groupings used are moderately appropriate to the activities.  -Few of the materials and resources require student thinking or ask students to explain their thinking.  -The pacing of the lesson is uneven—suitable in parts but rushed or dragging in others. | -Most students are intellectually engaged in the lesson.  -Most learning tasks have multiple correct responses or approaches and/or encourage higher-order thinking.  -Students are invited to explain their thinking as part of completing tasks.  -Teacher uses groupings that are suitable to the lesson activities.  -Materials and resources require intellectual engagement, as appropriate.  -The pacing of the lesson provides students the time needed to be intellectually engaged. | -Virtually all students are intellectually engaged in the lesson.  -Lesson activities require high-level student thinking and explanations of their thinking.  -Students take initiative to improve the lesson by (1) modifying a learning task to make it more meaningful or relevant to their needs, (2) suggesting modifications to the grouping patterns used, and/or (3) suggesting modifications or additions to the materials being used.  -Students have an opportunity for reflection and closure on the lesson to consolidate their understanding. |
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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3d: Assessing student needs and services.** | School Social Worker remains unaware of needs or specialized services. | School Social Worker inconsistently provides and has limited knowledge of specialized services for identified needs. | School Social Worker almost always provides specialized services for identified needs. Will proactively identify opportunities for prevention and intervention strategies and consultation that are aligned with school-wide goals and needs. | School Social Worker consistently provides *high quality* specialized services for identified needs. Takes initiative in team planning for use of community assets and resources to provide specialized services. Consistently proactively identifies opportunities for prevention and intervention strategies and consultation that are aligned with school-wide goals and needs. |
| **3d: Critical Attributes** | -School Social Worker neglects to collect important information on which to base intervention plans and goals.  -Reports are inaccurate.  -Reports are not appropriate to the audience. | -School Social Worker collects most of the important information on which to base the intervention plans and goals.  -Reports are accurate but lacking in clarity.  -Reports are 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.  -Reports are appropriate to the audience. | -School Social Worker is consistently proactive in collecting important information for progress monitoring, including student input/feedback for the interventions and/or goal(s).  -School Social Worker seeks out different stakeholders when necessary, including parents.  -Reports are accurate and clearly written and tailored for the audience.  -Educates staff on specialized issues that will help them provide necessary supports. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3e:**  **Demonstrating Flexibility and Responsiveness** | School Social Worker adheres to intervention plan in spite of student lack of interest or progress. Does not set appropriate service priorities. | School Social Worker demonstrates moderate responsiveness to diverse student needs and interests, and inconsistently sets appropriate service priorities. When assigned to several buildings, needs of buildings are often left unmet. | School social worker adjusts intervention plan to be responsible to diverse student needs and interests. When applicable, school social worker adheres to student needs despite managing several buildings. | School Social Worker is consistently responsive to diverse student needs and interests. School Social Worker consistently sets appropriate service priorities and demonstrates creativity and persistence in providing services. When applicable, school social worker adheres to student needs despite managing several buildings. |
| **3e: Critical Attributes** | -School social worker ignores indications of student boredom or lack of understanding.  -School social worker dismisses student, staff, and families concerns with social, emotional and linguistic needs.  -School social worker conveys to student and/or families that when students have difficulty learning intervention strategy or resource, it is their fault.  -SSW does not meet their job responsibilities because they have difficulty prioritizing needs. | -School social worker ignores individual student needs and selects interventions randomly.  -When faced with a problematic situation, school social worker gives no direction on how to address the problem.  -SSW sometimes meets job responsibilities, but has difficulty prioritizing and/or being flexible from their set schedule. | -School social worker recognizes individual student needs and selects interventions based upon specific needs.  -When faced with a problematic situation, school social worker gives direction on how to address the problem.  -SSW meets job responsibilities and is flexible in order to meet student and staff within their assigned placement | -School social worker recognizes individual student needs and selects interventions based upon specific needs. Creative approaches are selected that are specific to the student’s learning style.  -When faced with a problematic situation, school social worker gives direction on how to address the problem and follows up to ensure student success.  -SSW prioritizes responsibilities and is flexible in order to meet student and staff needs within their assigned placement. SSW extends their services outside of their assigned responsibilities to benefit the needs of the cooperative. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 3 for School Social Workers: Delivery of Services** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **3f:**  **Demonstrating ability to manage crisis situations which may include but not limited to: classroom disruptions, emotional distress, hotline/crisis line calls, potential harm to self or others, critical incidents** | School Social Worker is inefficient at meeting student's/schools needs during crisis situations. | School Social Worker assumes limited responsibility to contribute to a crisis situation. | School Social Worker assists with identifying needs, and assists with crisis management if/when faced with crisis situation in own or other district. Communicates well with staff, students, and families during crisis. Able to debrief with others, when appropriate. | School Social Worker assumes leadership role and is able to anticipate consequences if/when presented with crisis situations. Communicates well with staff, students, families during crises. Able to debrief with others when appropriate. |
| **3f: Critical Attributes** | -School social worker does not participate in crisis situations.  -Documentation is not kept.  -School social worker doesn’t use crisis management.  -School social worker elevates level of crisis, increases tension of staff and students | -School social worker has limited involvement in crisis situation.  -Documentation is haphazardly kept.  -Social worker avoids crisis situations, remains uninvolved. | -School social worker is an integral part of the crisis team.  -Consults on building level with staff on crisis situations.  -Documentation is completed.  -Responding to crisis by working alongside teachers, staff, and/or students deal with distressing situations  -Debriefs others, when appropriate, after a crisis.  -Willingness to consult and/or go to other buildings during a crisis. | -School social worker consistently communicates with student, staff, and families during crisis as needed.  -Social worker leads crisis response to own assigned building and shows willingness to help in other districts.  -School social worker acts as a leader during crisis situations.  -Appropriate documentation in completed in a timely manner.  -Social worker educates staff on differentiated levels of crisis situations  -Social worker educates staff on appropriate responses to address crisis.  -Being proactive in crisis prevention by leading staff in-services, communicating with staff and families and/or students, CICO with students, ongoing consultation with faculty. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Social Workers: Professional Responsibility** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4a:**  **Reflecting on Practice** | Does not reflect on practice or the reflections are inaccurate or self-serving. | Reflection on practice is moderately accurate and objective without citing specific examples, and with only generic suggestions as to how it might be improved. | Reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics; Makes some specific suggestions as to how his or her performance might be improved. | Reflection 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. |
| **4a: Critical Attributes** | -Does not assess the effectiveness of professional practice  -Unable to communicate personal strengths and weaknesses or ways that professional practice can be improved | -Inconsistently assesses the effectiveness of professional practice  -Ineffectively communicates personal strengths and weaknesses or ways that professional practice can be improved | -Accurately assesses the effectiveness of professional practice  -Able to effectively communicate personal strengths and weaknesses, as well as ways that professional practice can be improved | -Regularly and accurately assesses the effectiveness of professional practice  -Engages in dialogue with administration and/or colleagues about personal strengths and weaknesses, as well as ways that professional practice can be improved |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Social Workers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4b:**  **Maintaining Accurate Records** | Does not have a system for monitoring deadlines; many evaluations are not completed by the deadline. | Has a rudimentary system for monitoring deadlines and completes most evaluations and reevaluations before the deadline. | Has developed an effective system for ensuring the completion of all evaluations and reevaluations on or before the deadline. | Has developed an effective system for ensuring the timely completion of all evaluations and reevaluations and proactively communicates timelines to case managers and related service personnel. |
| **4b: Critical Attributes** | -Records are inaccurate and/or unavailable  -Does not follow procedures for obtaining and maintaining records  -Does not attend trainings/in-services provided by the district about updates to district/legal mandates  -No data management system | -Records are somewhat accurate and inconsistently accessible  -Inconsistently follows procedures for obtaining and maintaining records  -Sporadically attends trainings/in-services provided by the district about updates to district/legal mandates  -Inconsistent data management system | -Records are accurate and accessible when needed  -Follows correct procedures for obtaining and maintaining records  -Attends trainings/in-services provided by the district about updates to district/legal mandates  -Utilizes an effective data management system and can readily access data | -Records are accurate and accessible when needed  -Follows correct procedures for obtaining and maintaining records  -Attends trainings/in-services about updates to district/legal mandates  -Disseminates relevant information to colleagues  -Can produce and explain his/her data |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Social Workers: Professional Development** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4c: Collaborating with Stakeholders** | Does not respond to staff and parent requests for information. Communication about students’ progress is minimal. | Makes sporadic attempts at communication with staff and parents about the program and the progress of the individual. Communication that takes place may not be culturally sensitive. | Initiates contact with teachers and administrators to confer regarding student needs; Responds promptly and appropriately to parent inquiries and communicates in a culturally sensitive way. | Proactively seeks out teachers and administrators to confer regarding student needs, and initiates contact with parents and appropriate community supports. Responds to family concerns with professional and cultural sensitivity. |
| **4c: Critical Attributes** | -Little or no information regarding students or the services that are provided are available to parents, staff, and/or community agencies  -Does not respond to communication requests made by students, parents, staff, and/or community agencies  -Communication during meetings or consultation is ineffective or disrespectful  -Does not advocate for the best interests of the student | -Some information regarding students or the services that are provided are articulated to parents, staff, and/or community agencies  -Slow to respond to communication requests made by students, parents, staff, and/or community agencies  -Communication during meetings or consultation can be ineffective  -Inconsistently advocates for the best interests of the student | -Information regarding students and the services that are provided are regularly articulated to parents, staff, and/or community agencies  -Knowledgeable about the services of community agencies and makes attempts to involve and communicate student progress with them  -Responds to communication requests made by students, parents, staff, and/or community agencies in a timely fashion  -Communication during meetings or consultation is effective and meaningful  -Advocates for the best interests of the student | -Information regarding students and the services that are provided are initiated by the school social worker and well-articulated to parents, staff, and/or community agencies  -Highly knowledgeable about the services of community agencies and makes multiple attempts to involve and communicate student progress with them  -Initiates communication and responds to requests made by students, parents, staff, and/or community agencies  -Facilitates effective communication during meetings or consultation  -Always advocates for the best interests of the student |
| **Evidence:**  Click here to enter text. | | | | |
| **Domain 4 for School Social Workers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4d:**  **Participating in a Professional Community** | Does not consistently attend required school and required district meetings. Relationships with colleagues are negative or unprofessional. | Inconsistently attends required school and required district meetings, is often late, or does not contribute to the meeting. Relationships with colleagues are cordial. | Attends required school and required district meetings, is punctual, and actively participates. Maintains positive and productive relationships with colleagues. | Makes a substantial contribution to school and district meetings, participates on district-level committees, and assumes a leadership role with colleagues. |
| **4d: Critical Attributes** | -Aversive to feedback from colleagues and administration  -Does not participate in professional collaboration  -Does not attend department meetings | -Inconsistently accepts feedback from colleagues and administration  -Participates in professional collaboration, but does not contribute  -Inconsistently attends and rarely participates in department meetings | -Accepts feedback from colleagues and administration in order to improve practice  -Regularly participates in professional collaboration and makes contributions  -Consistently attends and participates in department meetings  -Provides in-services or presentations to department  -Participates on and contributes to building-level committees as requested | -Solicits feedback from colleagues and administration in order to improve practice  -Assumes a leadership role in professional collaboration  -Consistently attends and provides expertise to department meetings  -Provides in-services or presentations beyond the social work department  -Participates on and contributes to district-, cooperative-, and/or school-level committees |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Social Workers: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4e:**  **Growing and Developing Professionally** | Does not participate in professional development activities, even when such activities are recommended by supervisor(s) for the development of skills. | Participation in professional development activities is limited to those that are convenient or are required. | Seeks out opportunities for professional development based on an individual assessment of need. | Provides a leadership role in seeking out professional development opportunities for increasing knowledge of best practices and makes a substantial contribution to the profession through such activities as offering workshops to colleagues. |
| **4e: Critical Attributes** | -Does not seek opportunities for continued professional development  -Does not participate in any activity that might enhance knowledge or skill.  -Purposefully resists discussing performance with supervisors or colleagues.  -Makes no effort to participate in professional organizations. | -Rarely seeks opportunities for continued professional development  -Participates in professional development when they are required.  -Reluctantly accepts feedback from supervisors and colleagues.  -Rarely participates in professional organizations. | -Seeks opportunities for continued professional development  -Seeks regular opportunities for professional development.  -Welcomes colleagues and supervisors into the classroom for the purposes of gaining insight from their feedback.  -Actively participates in organizations designed to contribute to the profession. | -Seeks opportunities for continued professional development  -Seeks regular opportunities for professional development, including initiating action research.  -Actively seeks feedback from supervisors and colleagues.  -Takes an active leadership role in professional organizations in order to contribute to the profession. |
| **Evidence:**  Click here to enter text. | | | | |

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| **Domain 4 for School Social Worker: Professional Responsibilities** | | | | |
|  | **Unsatisfactory** | **Needs Improvement** | **Proficient** | **Excellent** |
| **4f:**  **Showing Professionalism** | Displays dishonesty in interactions with colleagues, students, and the public and violates principles of confidentiality. | Is honest in interactions with colleagues, students, and the public; plays a moderate advocacy role for students; and does not violate norms of confidentiality. | Displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public and advocates for students when needed. | Can be counted on to uphold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues in advocating for students learning needs. |
| **4f: Critical Attributes** | -Dishonest  -Does not notice the needs of students  -Engages in practices that are self-serving  -Willfully rejects district and cooperative regulations  -Is not aware of NASW’s Code of Ethics  -Attendance is rare. | -Inconsistently honest  -Notices the needs of students, but is inconsistent in addressing them  -Does not notice that practices are ineffective or that they result in poor outcomes for students  -Complies with district and cooperative regulations  -Inconsistently adheres to NASW’s Code of Ethics  -Attendance is inconsistent. | -Consistently honest and known for having high standards of integrity  -Addresses student needs  -Works to provide opportunities for student success within the social work practice  -Complies with district and cooperative regulations  -Adheres to NASW’s Code of Ethics  -Attendance is regular; Attends most assigned days. | -Considered a leader in terms of honesty, integrity, and confidentiality  -Proactively addresses student needs  -Makes a concerted effort to ensure opportunities are available for student success within the social work practice  -Takes a leadership role regarding district and cooperative regulations  -Adheres to NASW’s Code of Ethics and works to educate others on its importance  -Attendance is consistent or perfect; Attends all or almost all days of work. |
| **Evidence:**  Click here to enter text. | | | | |