

# GBSD Social Worker Evaluation Rubric

<b>Domain 1: Planning and Preparation</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>1a: Conducting multi-tiered school needs assessment throughout the academic year.</b>	School social worker rarely conducts multi-tiered school needs assessments for the academic year.	School social worker generally conducts multi-tiered school needs assessments for the academic year.	School social worker consistently conducts multi-tiered school needs assessments for the academic year.	School social worker always conducts multi-tiered school needs assessments for the academic year.
<b>Critical Attributes</b>	School Social Worker conducts cursory needs assessment, fails to conduct needs assessment, or conducts inaccurate needs assessment.	School social worker is able to assess basic needs of school to support student success but has partial or incomplete knowledge of available resources.	School social worker conducts thorough needs assessment plan that reflects familiarity with multiple school needs and knowledge of available resources.	School social worker takes a leadership role in the process of completing a school needs assessment; solicits input from all school stakeholders; obtains resources; and evaluates outcomes of the needs assessment plan.
<b>Possible Examples</b>	School social worker has no documentation of a school needs assessment	School social worker has partial documentation of needs assessment, resource identification, and implementation plan.	School social worker has completed documentation of multi-tiered needs assessment, resource identification, and implementation plan.	School Social Worker has extensive, organized, and up-to-date documentation on multi-tiered school needs assessment and records on needs, resources, and progress monitoring.
<b>1b: Identifying school and community resources</b>	School social worker rarely identifies school and community resources.	School social worker generally/usually identifies school and community resources.	School social worker consistently and reliably identifies school and community resources, refers students and families for services, and then evaluates the success of the link to services.	School Social Worker always identifies school and community resources, understands how families qualify for services, and evaluates the success of linking students/families to services. School social worker also takes the lead in developing resources not met in the community.
<b>Critical Attributes</b>	School social worker demonstrates little or no knowledge of school and community resources, missing opportunity to assist students, families, school staff, or community partners.	School social worker demonstrates inconsistent knowledge or familiarity with school and community resources.	School social worker demonstrates thorough knowledge of resources available through the school and community, identifying potential partnerships and sharing findings with school personnel, students and families.	School social worker demonstrates extensive knowledge of school and community resources, seeking out and identifying community resources, creating appropriate partnerships, and disseminating the findings to the appropriate school personnel, students, and families.

## Domain 1: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
Possible Examples	<p>School Social Worker supporting a homeless student and family is unfamiliar with shelters and other types of emergency housing in the community and does not know how to begin looking for resources.</p> <p>School Social Worker does not refer homeless student to community services when their needs warrant such a referral.</p>	<p>School Social Worker cannot provide effective service to homeless student and family, as s/he is unaware of wrap around services offered by local shelters.</p> <p>School Social worker is aware of services that are commonly used by homeless students/families (e.g. mental health providers, food banks, housing) but does not follow through on referrals.</p>	<p>School Social Worker seeks out homeless resources within and outside the school/district and identifies other linkages that can support students and families (e.g. mental health providers, food banks, housing).</p> <p>School Social Worker builds relationships with community providers to enhance service delivery and has contacts with each provider.</p>	<p>Social worker is able to identify multiple alternative resources for homeless students/families as needs arise or change.</p> <p>Social worker develops and maintains current database of resources and contacts that can be accessed by colleagues, students, or their families.</p> <p>School social worker develops a resource to meet a need not met in the community. Students and school personnel are involved in the development and implementation process.</p>
1c: Assessing school culture and climate.	<p>School social worker rarely assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker generally assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker consistently assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>	<p>School social worker always assesses school culture and climate to understand the forces that influence and determine the school's educational environment.</p>
Critical Attributes	<p>School social worker has little knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker does not appear to understand that school culture and climate impact school success.</p>	<p>School social worker has basic knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a beginning understanding about the connection between school climate and culture and school success.</p>	<p>School social worker has advanced knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a strong understanding about the ways the school works and some of the reasons behind this organizational approach.</p>	<p>School social worker has superior knowledge about the school's history and traditions, or the school's preferred patterns of leadership, communication, and work performance.</p> <p>School social worker has a comprehensive understanding of nuances that impact day-to-day activities and decision-making processes in the school.</p>
Possible Examples	<p>School social worker is unable to identify factors that make this high school unique.</p>	<p>School social worker has gathered information from school stakeholders that identifies overt school factors that support or impede school success.</p>	<p>School social worker has analyzed information gathered from school stakeholders and is able to identify overt and covert school factors that support or impede school success.</p>	<p>School social worker makes a plan based on assessment of the school culture and climate to participate in a variety of school activities for the expressed purpose of strengthening school customs and school life.</p>

## Domain 1: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1d: Assessing family engagement in school activities.</b>	School social worker rarely assesses family engagement in school activities.	School social worker generally assesses family engagement in school activities.	School social worker consistently assesses family engagement in school activities.	School social worker always assesses family engagement in school activities.
<b>Critical Attributes</b>	School social worker does not appear to see connections between family engagement and school success.	School social worker reviews how the school promotes parent/guardian involvement in school activities.	School social worker analyzes family engagement and best pathways for involving families and school stakeholder in school activities and educational processes.	School social worker conducts multiple assessments, continually analyzes, and implements a variety of strategies based on discussions with school stakeholders that supports family engagement in school activities and educational processes.
<b>Possible Examples</b>	School social worker takes no actions to engage parents in school life, nor attends parent teacher organization meetings.	School social worker speaks with some parents to learn the reasons they are not engaged in school activities and attends a few PTA meetings.	Based on discussions with some parents, the school social worker develops one school activity for the purpose of engaging parents around a particular issue of interest such as bullying, transitioning to middle school, or changes in school boundaries, and promotes this activity with the parent teacher organization.	School social worker partners with the school stakeholders to plan, implement, and evaluate a variety of programs to engage families in school life (other than on parent-teacher night) and become a member of the parent teacher organization.
<b>1e: Identifying and selecting scientifically supported education, behavior, and mental health services to address needs of school.</b>	School social worker rarely identifies and selects scientifically supported services.	School social worker usually identifies and selects scientifically supported services.	School social worker consistently identifies and selects scientifically supported services.	School social worker lacks sensitivity or respect for cultural diversity and does not possess a basic knowledge of child development.
<b>Critical Attributes</b>	School social worker is unable to identify the central elements of scientifically supported interventions.	School social worker has identified a limited number of scientifically supported services on some school issues.	School social worker is able to identify a broad range of scientifically supported services on a variety of school topics.	
<b>Possible Examples</b>	School social worker has not identified scientifically supported services for implementation.	School social worker is able to identify valid and reliable scientifically supported interventions and has identified a limited number of scientifically supported services addressing school issues.	School social worker is able to identify scientifically supported services that use strong research and demonstrate significant results for specific school needs.  School social worker participates on a team that reviews both academic and behavioral scientifically supported interventions for possible implementation in the school.	

## Domain 1: Planning and Preparation, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>1f: Establishing professional collaborations.</b>	School social worker rarely establishes professional collaborations.	School social worker generally establishes professional collaborations.	School social worker consistently establishes professional collaborations.	School social worker always establishes professional collaborations.
<b>Critical Attributes</b>	School social worker does not engage nor see the importance of establishing collegial relationships to foster school success. In some instances, professional relationships are negative or self-serving.	School social worker collaborates with colleagues when invited to participate.	School social worker takes initiative to develop cooperative partnerships with colleagues.	School social worker's collaborative relationships are direct, honest, trustworthy, supportive, cooperative, and hard-working, and make a substantial contribution to teamwork.
<b>Possible Examples</b>	School social worker does not have connections with school stakeholders, isolates self from colleagues, and does not contribute to interdisciplinary tasks. In some instances, professional relationships are negative, self-serving, or conflictual.	School social worker is polite and respectful to colleagues in response to outreach from them. The social worker engages in alliances and teams when prompted by principal or supervisor. School social worker does not share strategies with colleagues, unless requested.	School social worker has strong working relationships with a variety of school personnel and community stakeholders, and willingly shares expertise.	School social worker has developed numerous professional relationships with school colleagues and community stakeholders. School social worker takes a leadership role in developing active work projects, agency contacts, and professional resources that serve multiple interests of the school.
<b>1g: Knowing current federal, state and local laws as well as district policies and procedures that guide school social work practice.</b>	School social worker rarely has current knowledge of federal, state and local laws, as well as district policies and procedures that guide practice.	School social worker generally knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker waits for information to be provided by other school personnel.	School social worker consistently knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker receives updates on current legislation and policy through membership in state/national professional organization and subscribing to electronic updates.	School social worker always knows current federal, state and local laws as well as district policies and procedures that guide practice. School social worker is an active member of state and national organizations, receives electronic updates on policy and legislation, and informs colleagues of current information.
<b>Critical Attributes</b>	School social worker does not appear to understand that public law, case law, state statutes, and district policies drive practices.	School social worker understands the impact of law and policy on practice but understands how it influences practice in a limited manner.	School social worker has good working knowledge of connection between laws and policies and demands on practice.  School social worker shares information about state/national organization resources and electronic updates that he/she receives and reviews regularly.	School social worker regularly updates his or her knowledge base related to federal, state, and local laws as well as policies and practices that guide practice.  School social worker shares information about state/national organization resources, electronic updates that he/she receives and reviews regularly, and how he/she ensures that colleagues receive the information.

## Domain 1: Planning and Preparation, cont'd

COMPONENTS	Level of Performance			
	1	2	3	4
<b>Possible Examples</b>	School social worker has no information/documentation about changes in public laws, state statutes, or district policies and procedures since last school year, or how changes will impact services for the upcoming year.	School social worker has some knowledge of current laws and policies but cannot identify when changes occurred or how they will change services in the school district.	School social worker identifies materials used to update knowledge-base about current laws and policies and has discussed implications for services with administrators or supervisors.	School social worker is an active member of national, state, or local association that routinely publishes alerts on changes to laws and policies and takes the initiative to forward this information to the school system and discuss its implications with colleagues. School social worker has working relationship with office of state representatives to keep abreast of changes affecting practice.

## Domain 2: Contexts for Learning

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>2a: Contributing to a safe and healthy school environment.</b>	School social worker rarely assists the school in assessing the school climate nor contributes to a safe and healthy school environment. School social worker is unaware of programs that would be effective. Interactions between school social worker and students or social worker and staff or among students are negative, inappropriate, or insensitive to student's cultural backgrounds, and characterized by sarcasm, put-downs, or conflict.	School social worker generally contributes to a safe and healthy school environment. Interactions with students are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students.	School social worker consistently contributes to a safe and healthy school environment. Interactions with students are polite and respectful, reflecting general warmth and caring and are appropriate to the cultural and developmental differences among students.	School social worker always contributes to a safe and healthy school environment, actively seeking out and identifying programs and practices to address specific concerns. School social worker interacts with individual students, families, and colleagues in a highly respectful manner reflecting genuine warmth, caring, and sensitivity. School social worker uses forethought to create an environment that is highly responsive, respectful of differences, and open to varied opinions and perspectives.
<b>Critical Attributes</b>	School social worker exhibits inappropriate or insensitive interactions with school staff and/or students.	School social worker exhibits a basic level of sensitivity in his or her interactions with school staff and/or students.	School social worker exhibits an appropriate level of sensitivity and responsiveness in his or her interactions with school staff and/or students.	School social worker exhibits an exemplary level of sensitivity and responsiveness in his or her interactions with school staff and/or students.

<b>Possible Examples</b>	<p>School social worker does not recognize his/her role in creating a supportive environment.</p> <p>Differences between school social worker, colleagues, students, and their families are seen as barriers.</p>	<p>School social worker's interactions are generally appropriate and free from conflict and bias.</p> <p>Students and families generally like the social worker and periodically seek the support of the school social worker.</p>	<p>School social worker has established positive working relationships and is able to challenge student and family views/behavior to create opportunities for meaningful change.</p> <p>School social worker is able to facilitate positive interactions among colleagues, students, parents, and community representatives.</p> <p>School social worker is culturally responsive.</p>	<p>School social worker's office environment is inviting to people of all backgrounds such that students and families seek out the school social worker for support.</p> <p>School social worker strives to inform building and/or district level practices to create learning focused atmospheres.</p> <p>School social worker introduces and helps implement scientifically supported services that promote a safe and healthy school environment.</p>
<b>2b: Examining how the historical and current political, social, economic, and cultural climate affect the context for learning.</b>	<p>School social worker rarely examines the impact of the school climate on student learning.</p>	<p>School social worker generally examines the impact of the school climate on student learning.</p>	<p>School social worker consistently examines the impact of the school climate on student learning.</p>	<p>School social worker always examines the impact of the school climate on student learning and takes a leadership role in improving the school climate and advocating for changes in ineffective programs and policies.</p>
<b>Critical Attributes</b>	<p>School social worker does not address bias or discrimination.</p>	<p>School social worker addresses bias or discrimination at a basic level.</p>	<p>School social worker addresses bias or discrimination at an appropriate level.</p>	<p>School social worker provides leadership in addressing bias or discrimination.</p>
<b>Possible Examples</b>	<p>School social worker rarely demonstrates an understanding of the historical, political issues unique to the school and community and that impact the school.</p> <p>The school social worker rarely provides information to assist school staff in improving the context for learning.</p>	<p>School social worker demonstrates a basic understanding of the historical, political issues unique to the school and community and that impact the school.</p> <p>The school social worker provides basic information to assist school staff in improving the context for learning.</p>	<p>School social worker demonstrates an appropriate level of understanding of the historical, political issues unique to the school and community and that impact the school.</p> <p>The school social worker provides an appropriate level of information to assist school staff in improving the context for learning.</p>	<p>School social worker demonstrates an exemplary understanding of the historical, political issues to the school and community and that impacts the school and provides leadership in addressing these issues.</p> <p>The school social worker provides information at an exemplary level to assist school staff in improving the context for learning.</p>
<b>2c: Providing school social work services in a culturally sensitive manner.</b>	<p>School social worker rarely provides culturally sensitive services.</p>	<p>School social worker generally provides culturally sensitive services that demonstrate respect for school diversity.</p>	<p>School social worker consistently provides culturally sensitive services that demonstrate respect for school diversity.</p>	<p>School social worker always provides culturally sensitive services that demonstrate respect for school diversity and actively supports commitment by school personnel to develop a multicultural understanding of the student body.</p>

<b>Critical Attributes</b>	School social worker rarely provides services in a manner that demonstrates respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates a basic level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates an advanced level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.	School social worker provides services in a manner that demonstrates an exemplary level of respect for diverse (e.g. race, ethnicity, disability, faith, sexual orientation) populations.
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<b>Possible Examples</b>	<p>School social worker does not speak up when biases are displayed.</p> <p>School social worker does not demonstrate self-awareness and fails to seek out consultation (within and outside of the school) in handling personal bias.</p> <p>School social worker fails to seek out consultation (inside or outside of the school) when confronted with personal bias.</p>	<p>School social worker occasionally speaks up when biases are displayed.</p> <p>School social worker occasionally demonstrates self-awareness and ability to reflect and learn and grow.</p> <p>School social worker occasionally seeks out consultation (inside or outside of the school) when confronted with personal bias.</p>	<p>School social worker consistently speaks up when biases are displayed.</p> <p>School social worker consistently demonstrates self-awareness and ability to reflect and learn and grow.</p> <p>School social worker consistently seeks out consultation (inside or outside of the school) when confronted with personal bias.</p>	<p>School social worker always speaks up when biases are displayed.</p> <p>School social worker always demonstrates self-awareness and ability to reflect and learn and grow.</p> <p>School social worker always seeks out consultation (inside or outside of the school) when confronted with personal bias.</p>
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<b>2d: Addressing diversity and differences by recognizing the inherent dignity and worth of the students, families and school personnel served and advocating for policies, programs, and services that build on their strengths.</b>	School social worker rarely addresses diversity as a critical feature of policies, programs, and practices.	School social worker generally addresses diversity as a critical feature of policies, programs, and practices.	School social worker consistently addresses diversity as a critical feature of policies, programs and practices.	School social worker always addresses diversity as a critical feature of policies, programs, and practices and consistently advocates for the inherent dignity and worth of students and families.
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<b>Critical Attributes</b>	School social worker does not provide information about diversity; issues are neglected or ignored.	School social worker addresses issues of diversity within own practice but fails to actively address impact on learning.	School social worker values diversity and recognizes the importance of ensuring school policies, programs, and practices are implemented in a fair manner.	School social worker provides staff development around issues of diversity and is open to difficult conversations about diversity with students and families without projecting personal values and cultural biases.
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<b>Possible Examples</b>	School social worker does not provide information about assessing the social emotional needs of diverse learners at school.	School social worker identifies and describes the social emotional needs of diverse learners receiving social work services.	School social worker seeks information about how issues of diversity impact students, programs, and policies, and uses this information to build on strengths and capacities of students.	School social worker implements school wide curriculum to promote awareness of diversity issues; presents staff development training on ways diversity issue impacts the school, and/or actively works to engage parents of diverse learners in school community by organizing ongoing activities to increase parent involvement.
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<p><b>2e: Challenging structural barriers, social inequalities, and educational disparities impacting learning outcomes.</b></p>	<p>School social worker rarely engages in practices that are supportive of social and economic justice by challenging barriers, social inequalities and educational disparities. School social worker accepts the status quo and/or ignores the social environment.</p>	<p>School social worker generally challenges barriers, social inequalities and educational disparities impacting learning outcomes.</p>	<p>School social worker consistently challenges, barriers, social inequalities and educational disparities, advocating for student and families. School Social Worker identifies barriers to learning and academic achievement, and works to reduce them based on results of comprehensive assessments and educational policies.</p>	<p>School social worker demonstrates leadership by always challenging barriers, social inequalities and educational disparities. School social worker identifies barriers to learning and academic achievement, and works to reduce them on the individual and classroom levels, taking into account the results of comprehensive assessments and educational policies. School social worker helps students and families to advocate for themselves.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker demonstrates a lack of awareness of how structural barriers, social inequalities, and educational disparities impact learning outcomes.</p>	<p>School social worker raises issues related to barriers but does not take action or check for understanding by others of these issues.</p>	<p>School social worker values feedback from students and families on issues of social inequalities impacting educational outcomes.</p> <p>School social worker provides examples of assessments used to examine need for change.</p>	<p>School social worker is known for raising awareness among principal, teachers, and school staff about the needs of students and families, and is part of the solution.</p>
<p><b>Possible Examples</b></p>	<p>School social worker fails to describe the assessment of social environment of the school and its impact on school policies, programs, and practices.</p>	<p>School social worker identifies barriers to learning and their impact on educational outcomes.</p>	<p>School social worker meets with parents to learn about their perspectives on student's educational and shares this information with school personnel.</p> <p>School social worker communicates parent perspective to principal, teachers, and school staff.</p>	<p>School social worker provides clear evidence of raising awareness and gaining buy-in from school personnel to implement solutions and sustain changes in response to structural barriers, social inequalities and educational disparities evident in the school setting.</p>



<p><b>2f: Establishing rapport and working collaboratively with stakeholders</b></p>	<p>School social worker rarely attempts to work collaboratively with school administration, school personnel, family members, and community.</p>	<p>School social worker generally promotes collaborative work with school administration, school personnel, family members, and community professionals.</p>	<p>School social worker consistently promotes collaborative work with school administration, school personnel, family members, and community professionals. School social worker makes efforts to access all stakeholders, exhibit skills for self-regulation; and demonstrates accountability and follows through on tasks.</p>	<p>School social worker always promotes collaborative work with school administration, school personnel, family members, and community professionals. School social worker provides leadership, fosters dialogue and models open communication in these endeavors. School social worker is an active participant in multi-disciplinary teams and stakeholder meetings, approaching each audience with sensitivity and seeking out opposite voices at multiple levels to find areas of compromise.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker has a very basic level of self-awareness and impact on others and does not demonstrate commitment to teamwork.</p>	<p>School social worker understands role of school teams and committees to accomplish goals.</p>	<p>School social worker values the importance of engaging stakeholders in change processes and encourages others to participate in these processes.</p>	<p>School social worker is a dynamic and enthusiastic participant on school teams.</p>
<p><b>Possible Examples</b></p>	<p>School social worker neglects to provide the name of teams in which he/she participates.</p> <p>School social worker does not consult or collaborate with principal, teachers, and other school staff.</p>	<p>School social worker provides the names of school teams in which he/she participates and the dates of meetings attended.</p>	<p>School social worker shares that they lead school teams and actively engages missing stakeholders (e.g., parents/community agencies) in school initiatives.</p> <p>School social worker routinely demonstrates mindful self-reflection about social work practice and collaboration with students, families and community agencies.</p>	<p>School social worker demonstrates leadership by actively engaging others in creative but practical collaborative practices throughout the educational change process.</p> <p>School social worker demonstrates effective conflict mediation skills.</p>

<b>Domain 3: Service Delivery Resources</b>				
<b>COMPONENT</b>	<b>LEVEL OF PERFORMANCE</b>			
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>3a: Providing scientifically supported services and monitoring progress consistent with a multi-tiered framework that addresses the needs of individuals, classrooms, and schools to improve academic and behavioral performance.</b>	School social worker rarely implements scientifically supported services consistent with a multi-tiered framework.	School social worker generally implements scientifically supported services consistent with a multi-tiered.	School social worker consistently implements scientifically supported services consistent with a multi-tiered framework and monitors progress.	School social worker always implements scientifically supported services consistent with multi-tier framework and monitors progress. School social worker assists other school staff in the implementing scientifically supported services consistent with a multi-tiered framework or monitors progress, evaluating, reporting. Reports results to key stakeholders through professional development presentations and contributions to multi-disciplinary team.
<b>Critical Attributes</b>	<p>School social worker uses an intervention that has little evidence to support its use with the specified student(s).</p> <p>School social worker picks one lesson from one curriculum and another from a different source, not implementing the scientifically supported curriculum as it was designed (without fidelity).</p>	<p>School social worker reviews curriculum and fidelity checklist prior to starting a group or individual session.</p> <p>School social worker provides observer research that demonstrates the program or practice produces good outcomes for similar students.</p> <p>School social worker enters data at the end of the session to monitor student(s) progress.</p>	<p>School social worker reviews curriculum and fidelity checklist prior to beginning a group or individual session and has materials needed to measure student progress.</p> <p>School social worker enters data at the end of the session to monitor student progress and reviews a summary of the data to ensure student is responding to the intervention.</p>	<p>School social worker assists other school personnel in reviewing the scientific support for a program or practice.</p> <p>School social worker frequently leads a team in reviewing progress-monitoring data and determines with the team whether the students are responding to the intervention.</p> <p>School social worker works closely with key stakeholders such as parents/guardians and community resources to understand a multi-tiered framework and the results of students' progress in response to interventions.</p>

<p><b>Possible Examples</b></p>	<p>School social worker uses a “one size fits all” approach regardless of individual characteristics.</p> <p>School social worker cannot describe scientifically supported services when asked to do so.</p> <p>School social worker cannot explain where to find information about evidence-based program and practices</p>	<p>School social worker can provide a basic explanation of scientifically supported services that are being implemented at the school-wide, small group, and individual level, including how to measure student progress.</p> <p>School social worker can explain why they chose a specific intervention for small group or individual work with students and the evidence that supports it.</p> <p>School social worker provides examples of scientifically supported interventions to a multi-disciplinary team.</p> <p>School social worker demonstrates the ability to implement a curriculum with fidelity.</p>	<p>School social worker clearly articulates the evidence-base for a program or practice, how fidelity is measured, and how the student progress is monitored.</p> <p>School social worker explains the purpose of utilizing a fidelity checklist.</p> <p>School social worker demonstrates how student progress is monitored and data graphed for the team to review.</p>	<p>School social worker clearly articulates the evidence-base for programs and practices utilized at the school-wide, small group and individual levels, and how they share this information with other school personnel.</p> <p>School social worker shares examples of how they have assisted other school personnel in monitoring the progress of students and analyzing the results.</p> <p>School social worker provides leadership on a team that selects and plans for implementation of evidence-informed programs and practices.</p>
<p><b>3b: Providing specialized services such as crisis intervention, teacher consultation, education and training on psychosocial and mental health topics, and special education, mental health evaluations and other assessments.</b></p>	<p>School social worker rarely provides specialized services for identified needs.</p>	<p>School social worker generally provides specialized services for identified needs.</p>	<p>School social worker consistently provides specialized services, and accesses community resources to assist in meeting those needs.</p>	<p>School social worker always provides specialized services for identified needs. School social worker initiates team planning to access community resources to provide specialized services and always identifies opportunities for prevention and intervention strategies (including classroom-based instruction) and consultation that are aligned with school-wide goals and needs. Services provided are consistently of high quality in delivery and includes data-driven, solutions-focused participation in multi-disciplinary teams (e.g., IEP, Section 504).</p>
<p><b>Critical Attributes</b></p>	<p>School Social worker cannot identify specialized services to meet the needs of the student.</p>	<p>School Social Worker can identify some of the specialized services to meet the needs of the students.</p>	<p>School Social Worker can identify the needed specialized services and will help the student connect to those services.</p>	<p>School Social Worker can identify specialized services and will help student connect with those services, as well as helping teachers, administrators connect with outside resources to provide best practice intervention strategies.</p>

<b>Possible Examples</b>	School social worker will talk to a student about their homelessness, but will not identify community resources.	School social worker will talk to a self-identified homeless student, and will direct them to community resources.	School social worker identifies students who may be homeless, provides a list of resources and possible community services.	School social worker will identify students and families, who may be homeless, will identify needs, and help make phone calls to community resources that may help the family.
<b>3c: Empowering students, families, and schools to maximize academic opportunities and gain access to and effectively engage with community resources.</b>	School social worker rarely empowers students and families to gain access to community resources.	School social worker generally empowers students and families to gain access to community resources.	School social worker consistently empowers students and families to gain access to community resources and identifies and differentiates appropriate resources for each situation.	School social worker always empowers students and families to gain access to community resources, identifies and differentiates appropriate resources, and conducts follow-up to facilitate effective utilization of resources. Social worker consistently demonstrates an understanding of family needs and community resources, and consistently leverages community resources effectively to support students and families.
<b>Critical Attributes</b>	School social worker is unaware of community resources to empower and assist families.	School social worker is aware of community resources, but does not empower families to contact them.	School social worker is aware of community resources and will give families information about them, and will help to make those connections.	School social worker is aware of community resources, posts them in the office, provides the information readily to all stakeholders and will assist families in making phone calls, or complete applications to empower them.
<b>Possible Examples</b>	School social worker is unaware of community resources and does not initiate contacts with outside agencies.	School social worker is aware of resources, but has not made contact with those resources to establish relationships.	School social worker is aware of and connected to community resources, has established relationships, provides brochures and phone numbers to families and has encouraged families to utilize those services.	School social worker is aware of and has connected with community resources, helps families call when needed, assists in completing applications and makes appointments, establishes a trusting relationship with providers and students/families and is viewed as trustworthy, respectful and professional.
<b>3d: Engaging in reflective discussion with school personnel about policy positions, organizational plans, and administrative procedures impacting school success.</b>	School social worker rarely engages in reflective discussions with personnel about policy positions, organizational plans, and administrative procedures impacting school success.	School social worker generally engages in reflective discussions about policy impacting school success.	School social worker consistently engages in reflective discussions about policy impacting school success.	School social worker always engages in reflective discussions about policy impacting school success and provides information and ideas to assist organizational change that improves school success.
<b>Critical Attributes</b>	School social worker does not know the organizational plans or administrative procedures.	School social worker can engage in discussions of plans and procedures but on a surface level.	School social worker is knowledgeable about plans and procedures, can participate in strategic discussions.	School social worker is a leader in and out of the immediate school providing ideas and strategic discussions about organizational change that improves student success.

<b>Possible Examples</b>	School social worker does not participate in school wide discussions and organizational planning about multi-tiered systems of support.	School social worker is knowledgeable about multi- tiered systems of support, but only on a surface level and does not participate in school wide discussions.	School social worker actively participates on a leadership team to suggest scientifically supported services and address implementation challenges in multi-tiered systems of support.	School social workers has taken the lead of implementing multi-tiered systems of support in the building, setting up meetings and discussion about plans and implementation, using best practices and research to guide discussion.
<b>3e: Communicating clearly and accurately with stakeholders through both oral and written communication, (demonstrating the ability to actively listen, respect differences, and model civility with students, school personnel, parents/guardians and community partners).</b>	School social worker rarely uses effective written and oral communication that is clear, accurate, appropriate, and sensitive. School social worker provides little/no information to stakeholders about the service delivery program and or individual students.	School social worker generally uses effective written and oral communication that is clear, accurate, appropriate, and sensitive.	School social worker consistently uses effective written and oral communication that is clear, accurate, appropriate, and sensitive.	School social worker always uses effective written and oral communication that is clear, accurate, appropriate, and sensitive. Encourages other school staff to use effective written and oral communication that is clear, accurate, appropriate, and sensitive with students, families and colleagues.
<b>Critical Attributes</b>	School social worker does not communicate effectively with stakeholders.	School social worker communicates with stakeholders but does not solicit information or openly share information.	School social worker communicates effectively with stakeholders in a clear manner.	School social worker openly communicates with all stakeholders in a clear manner, listening to all perspectives and sharing information that is relevant.
<b>Possible Examples</b>	School social worker works 1:1 with students, but does not share resources or information with families.	School social worker works with students and only shares information with stakeholders when asked.	School social worker shares relevant information about students with stakeholders in a timely and professional manner while protecting the confidentiality of the student.	School social worker shares relevant information about students with stakeholders in a proactive and professional manner while protecting the confidentiality of the student.
<b>3f: Organizing and managing workload effectively and efficiently to deliver quality work.</b>	School social worker rarely prioritizes workload and/or is poorly organized.	School social worker generally prioritizes workload and is organized.	School social worker consistently prioritizes workload and evaluates the effectiveness and efficiency of services delivered.	School social worker always prioritizes workload, demonstrating the fit between the educational mission of the school and school social work services, and evaluates the effectiveness and efficiency of services delivered.

<p><b>Critical Attributes</b></p>	<p>School social worker is late to meetings, and paperwork deadlines.</p> <p>School social worker employs no method for prioritizing services provided in any one school day.</p> <p>School social worker appears disorganized, or has not planned well for a task at hand.</p>	<p>School social worker is often late for deadlines and meetings, but is organized and appropriate.</p> <p>School social worker has a basic method of prioritizing workload and asks for guidance from others on how to prioritize.</p>	<p>School social worker is organized and timely, and prioritizes their workload.</p> <p>School social worker has a very clear method of making decisions and prioritizing tasks.</p> <p>School social worker shares ways in which they have helped others prioritize tasks.</p>	<p>School social worker balances workload, direct and indirect services, is timely to meetings and deadlines and complies with all federal and state rules.</p> <p>School social worker can provide documentation of a comprehensive method for prioritizing the tasks and evaluating effectiveness of services.</p> <p>The school social worker provides evidence of working with other school personnel to prioritize tasks and to see how the roles of each team member impacts the effectiveness and efficiency of outcomes for students.</p>
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<p><b>Possible Examples</b></p>	<p>School social worker closes office door and will not respond to crisis.</p> <p>School social worker states that there is so much to do they forget some of the tasks.</p> <p>School social worker is always late for meetings and/or does not remember important information needed for the meeting.</p> <p>School social worker forgets to follow up on phone calls/messages from parents, community agencies or school personnel.</p>	<p>School social worker will respond to crisis, but is behind in due process compliance.</p> <p>School social worker writes down what they need to do each day.</p> <p>School social worker states that they consult with other school personnel when they are not sure which task to handle first.</p> <p>School social worker can describe how they would handle a crisis taking into account only the tasks of the school social worker.</p>	<p>School social worker responds to crisis, manages schedule for direct services, and is up to date in due process compliance.</p> <p>School social worker describes in detail a process for prioritizing daily tasks and handling issues as they occur.</p> <p>School social worker describes in detail a method for measuring the effectiveness of their services and methods they employ to ensure they provide efficient services.</p> <p>School social worker is prepared for a meeting and actively participates in the task at hand. It is evident that they contribute valuable information to support positive student outcomes.</p>	<p>School social worker responds to crisis, manages direct services, compliant with due process and participates in extra meetings for the greater good of the school.</p> <p>School administrators and other school personnel report that the school social worker provides effective and efficient services, prioritizing tasks in a way that produces good outcomes for students.</p> <p>The school social worker describes how they work with other school personnel to prioritize tasks taking into account the context of the school and the role of each team member.</p>
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## Domain 4: Professional Development

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4a: Adhering to the standards and practice requirements set by the State Education Agency.</b>	School social worker rarely meets the standards and practice requirements for the field.	School social worker generally meets the standards and practice requirements for the field.	School social worker consistently meets the standards and practice requirements for the field.	School social worker always meets the standards and practice requirements of the field. School social worker also pursues additional opportunities to model best practices beyond those required by the profession or licensure board.
<b>Critical Attributes</b>	School social worker cannot articulate State Education Agency (SEA) standards and practice requirements.	School social worker can articulate main SEA standards and practice requirements.	School social worker can articulate most SEA standards and practice requirements.	School social worker can teach others about SEA standards and practice requirements.
<b>Possible Examples</b>	The school social worker says "I am not familiar with the SEA requirements for social work training (or assessment, intervention or practice evaluation)"	The school social worker can accurately articulate main SEA standards for social work training, assessment, intervention or practice evaluation.	The school social worker can accurately articulate most SEA standards for social work training, assessment, intervention or practice evaluation.	The school social has taught or mentored others about SEA standards on social work training, assessment, intervention, and practice evaluation.
<b>4b: Consulting current legislation and case law regarding minors.</b>	School social worker rarely consults relevant legislation or case law to stay current with legal standards regarding minors.	School social worker is learning to consult relevant legislation and case law to stay current with legal standards regarding minors. School social worker waits for information to be provided by other school personnel.	School social worker consults relevant legislation and case law to stay current with legal standards regarding minors. School social worker receives updates on current legislation and policy through membership in state/national professional organization and subscribing to electronic updates.	School social worker exceeds/models/leads consultation to relevant legislation and case law to stay current with legal standards regarding minors. School social worker is an active member of state and national organizations, receives electronic updates on policy and legislation, and informs colleagues of current information.
<b>Critical Attributes</b>	School social worker cannot articulate any legislation or case law regarding minors.	School social worker can articulate some legislation or case laws regarding minors (e.g., mandated reporting laws).	School social worker can articulate most legislation and case laws regarding minors.  School social worker shares sources that he/she utilizes to stay current on changes in legislation.	School social worker can teach others about legislation or case laws regarding minors.  School social worker shares information about state/national organization resources, electronic updates that he/she receives and reviews regularly, and how he/she ensures that colleagues receive the information.
<b>Possible Examples</b>	School social worker does not know the legal rights of minors regarding sexual health or substance abuse treatment.	School social worker knows the basic legal rights of minors regarding sexual health, substance abuse treatment, or mandated reporting laws.	Social worker knows most legal rights of minors regarding sexual health, substance abuse treatment, and mandated reporting laws.	School social worker has taught or mentored others on the legal rights of minors regarding sexual health, substance abuse treatment, and mandated reporting laws.

## Domain 4: Professional Development, cont'd

COMPONENT	LEVEL OF PERFORMANCE			
	1	2	3	4
<b>4c: Maintaining timely and accurate records and documentation in compliance with FERPA and state requirements.</b>	School social worker rarely complies with federal/state policies and procedures for maintaining accurate data. Records and/or reports submitted are inaccurate or unable to be located.	School social worker generally complies with federal/state policies and procedures for maintaining accurate data, records, and reports.	School social worker consistently complies with federal/state procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise.	School social worker always exceeds/models/leads compliance with federal/state procedures and policies for maintaining records. Approach to record keeping is highly systematic and efficient and serves as a model for colleagues. Reports are clear, cogent, and concise. School social worker also promotes their work by disseminating written information to colleagues or other professional outlets that highlight innovative and best practices.
<b>Critical Attributes</b>	School social worker is unsure which reports to complete and place in the student's official education record.	School social worker is learning to complete and file reports in the student's official education record.	School social worker regularly completes and files reports in the student's official education record.	School social worker can teach others how to complete and file reports in the student's official education record.
<b>Possible Examples</b>	School social worker does not complete reports in a timely fashion to summarize the individual session held earlier in the week, then loses track of some of the content when she writes the note at the end of the week.  School social worker is not keeping up with filing paperwork in education records and at times will misplace important information.	School social worker is learning to complete reports in a timely fashion to summarize the individual session held earlier in the day, then loses track of some of the content when she writes the note before leaving for the day.  School social worker occasionally files paperwork in the education records but at times will misplace important information.	School social worker completes reports immediately following individual session he/she has with a student or family.  Documentation is filed in the education records and organized on a regular basis and is accessible as needed.	School social worker exceeds/models/leads in completion of reports immediately following sessions and uses technology for tracking and progress monitoring. School social worker then uses this information to enhance service delivery.
<b>4d: Adhering to the NASW Code of Ethics and SSWAA ethical guidelines.</b>	School social worker rarely adheres to the ethics and values of the profession and displays unsatisfactory knowledge of ethical standards.	School social worker inconsistently adheres to the ethics and values of the profession, and displays basic knowledge of ethical standards.	School social worker adheres to the ethics and values of the profession and displays proficient knowledge of ethical standards.	School social worker adheres to the ethics and values of the profession and displays outstanding knowledge of ethical standards. School social promotes the ethical conduct of other school personnel.
<b>Critical Attributes</b>	Component under review.	School social worker is learning how to and usually maintains confidentiality when talking about private student information.	School social worker consistently maintains confidentiality when talking about private student information except for specific emergencies.	School social worker can teach others about how to maintain confidentiality about private student information and the exceptions to these rules.



<b>Possible Examples</b>	<p>School social worker neglects to obtain release of information before sharing confidential information about a student with a collateral contact.</p> <p>School social worker shares confidential student information with other school personnel who do not have a legitimate educational interest.</p>	<p>School social worker is learning to share information with parent/guardian in accordance with confidentiality regulations.</p>	<p>School social worker maintains confidentiality of student information while speaking with the parent/guardian by educating them on the regulations governing privacy of information.</p> <p>School social worker knows the general exceptions to confidentiality.</p>	<p>School social exceeds/models/promotes the highest ethical standards in communicating with other school personnel about a student, maintaining the level of confidentiality that is required.</p> <p>School social worker teaches others the exceptions to the rules about confidentiality.</p>
<b>4e: Pursuing continuous enhancement of knowledge and skills through supervision, consultation, professional development, and/or continuing education.</b>	<p>School social worker rarely pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker is generally pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker consistently pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families.</p>	<p>School social worker always pursues enhancement of knowledge and skills to provide the most current, beneficial and culturally appropriate services to students and their families. School social worker builds the capacity of other school staff by sharing this knowledge.</p>
<b>Critical Attributes</b>	<p>School social worker rarely attends continuing professional development opportunities.</p>	<p>School social worker attends convenient professional development opportunities offered by the local education agency or other free providers.</p>	<p>School social worker seeks out advanced professional development opportunities that will enhance both their job performance and career as an education professional.</p>	<p>School social worker can provide peers with advance professional development opportunities that will enhance their job performance and career as an education professional.</p>
<b>Possible Examples</b>	<p>School social worker is absent during professional development or in-service days that are required by the district. School social worker allows his/her professional licensure to lapse.</p>	<p>School social worker is present during professional development or in-service days that are required by the district but is often seen talking with others or wandering around rather than attentive, but their licensure is updated bi-annually.</p> <p>School social worker attends professional development or in-service workshops but chooses workshops based on convenience rather than what would offer content most closely related to social work services.</p>	<p>School social worker is present during professional development or in-service days that are required by the district and is attentive and participating in workshops. License is kept current.</p> <p>School social worker attends professional development or in-service workshops based on content most closely related to social work services.</p>	<p>School social worker helps coordinate professional development or in-service days and is a presenter at workshops. License is kept current. School social worker attends professional development or in-service workshops based on content most closely related to social work services, seeking opportunities outside the district, as offered through NASW or SSWAA, to meet their professional licensure requirements and areas of interest.</p>

<p><b>4f: Exhibiting professional conduct through self-awareness, self-monitoring, and professional accountability</b></p>	<p>School social worker rarely exhibits professional conduct and self-awareness. The school social worker does not reflect on practice or the reflections are inaccurate or self-serving.</p>	<p>School social worker generally exhibits professional conduct and self-awareness. The school social worker's reflection on practice is moderately accurate and objective without citing specific examples and with only global suggestions as to how it might be improved.</p>	<p>School social worker consistently exhibits professional conduct and self-awareness. The social worker's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. The school social worker makes some specific suggestions as to how the social work program might be improved.</p>	<p>School social worker always exhibits professional conduct and self-awareness. School social worker supports all school personnel in exhibiting professional conduct and self-awareness. The social worker's reflection is highly accurate and perceptive, citing specific examples that were not fully successful for at least some students. The social worker draws on an extensive repertoire to suggest alternative strategies.</p>
<p><b>Critical Attributes</b></p>	<p>School social worker often acts without thinking about how his/her behavior is perceived by others.</p>	<p>School social worker generally conducts him/herself in a professional manner and is learning to self-reflect on interpersonal difficulties.</p>	<p>School social worker consistently conducts him/herself in a professional manner and regularly reflects on his or her contribution to interpersonal difficulties.</p>	<p>School social worker can teach others when and how to reflect on their professional performance and take responsibility for mistakes.</p>
<p><b>Possible Examples</b></p>	<p>School social worker engages in argumentative behavior with challenging students, parents/guardians, or staff members.</p> <p>School social worker states group counseling session went well despite evidence that intervention was ineffective.</p> <p>School social worker is not aware of previously tried ineffective strategies when contributing to committees addressing school wide behavior management, in large part due to lack of reflection on practice.</p>	<p>School social worker shows frustration with challenging students, parents/guardians, or staff members.</p> <p>School social worker reflects that group counseling session was not effective based on evidence/data.</p> <p>School social worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management but is unable to articulate specific examples of the ineffectiveness.</p>	<p>The school social worker maintains a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p> <p>School social worker reflects and identifies specific examples why group was ineffective based on formal data and evidence related to goals/outcomes.</p> <p>School social worker is aware of previously tried, ineffective strategies when contributing to committees addressing school wide behavior management. Concrete, specific examples are shared with the committee, along with ideas for improvement.</p>	<p>School social worker teaches or mentors others in how to maintain a neutral stance with challenging students, parents/guardians, or staff members, while setting limits and expectations.</p> <p>School social worker teaches or mentors others on the use of active listening and motivational strategies to manage client resistance and move forward in the counseling process.</p> <p>School social worker provides supervision to discuss and brainstorm intervention methods based on data.</p> <p>School social worker effectively leads a committee to reflect on specific strategies were ineffective, and offers concrete, specific ideas for improvement, drawing upon evidence-informed knowledge bank.</p>

